

CITIZENSHIP EDUCATION GRADE 7 TEACHERS GUIDE BOOK

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Instructions to use the Teacher's Guide

This Teacher's Guide contains guidelines to assist you in planning and developing teaching activities that will help you achieve the subject's intended objectives. The purpose of the guide is to offer suggestions on how to implement the teaching-learning process in the classroom in general, as well as the role of the teacher, the importance of planning, teaching methods, classroom management, assessment and evaluation, and the resources needed for the subject in particular. The materials, of course, can be modified and adjusted to match the demands of your classroom.

This teacher's guide can also assist you with the entire teaching-learning process that you intend to apply in the classroom. Therefore, when you use this teacher guide, make sure that you are able to:

- clearly understand your role and develop teaching programs based on your school contexts;
- understand the importance of planning and developing annual, weekly, and daily lesson activities;
- use different methods of teaching to achieve and expand on the relevant knowledge, skills, and virtues provided in this guide;
- manage your classroom for effective delivery of the teaching-learning processes;
- understand how the assessment plans and tasks are structured and conduct assessments to monitor students' achievements; and
- demonstrate the resources that are required in this subject.

Introduction

For several years, the FDRE government has incorporated Civics and Ethical Education into the curriculum at all levels of education in order to produce good citizens with civics knowledge, skills, and attitudes. Civic knowledge refers to the fundamental concepts and facts that students must grasp and apply in order to be productive and responsible citizens. Civic skills are the cognitive abilities required to comprehend, explain, compare, and evaluate government and citizenship principles and practices. They also include the ability for citizens to observe and influence government policy. Besides, character, dispositions, and commitments are required for the preservation and advancement of democratic governance, and citizenship is referred to as civic attitude.

Civics and Ethical Education in Ethiopia is making a significant contribution to citizens' understanding of their rights, albeit with limitations. Despite several revisions to the curriculum, they have yet to be effective in producing the necessary behavioral and attitudinal changes in students' minds. Furthermore, research findings revealed a decline in students' kindness, integrity, and teamwork spirit. As a result, the majority of today's youth have been influenced by irresponsible media. Therefore, many students today act in ways that are contrary to social norms and values.

Thus, the civics and ethical education curriculum is being revised once more, taking into account the research findings as well as the practical challenges that arose during the subject's implementation.

As a result, the subject has been divided into two categories based on the revised curriculum: Moral Education and Citizenship Education. The framework for 21st-century competencies and student learning outcomes includes moral education as a key component. Therefore, students are required to develop such character from grade 1 to grade 6. Citizenship Education, on the other hand, is taught in middle and secondary schools and focuses on values in order to produce actively participating citizens in their country's social, political, and economic affairs.

General Information to the Teacher

Language, mathematics, and other social science disciplines are inextricably linked to citizenship education. They are all interconnected in order to provide a well-rounded, integrated curriculum. As a citizenship education teacher, you will need to build on the knowledge, skills, and civic virtues that students acquired in previous classes and other areas of the curriculum at each grade level. Thus, in order to achieve the desired citizenship education objectives, we encourage you to read over this general information that must be considered in your teaching-learning processes. We intended to look at the following topics in this general information:

- your role in and outside the classroom,
- the importance of planning,
- suggested method of teaching,
- classroom management,
- assessment and evaluation, and
- the resource required in the teaching-learning processes for this subject and grade level in particular.

The Role of the Teacher

A teacher is someone who chooses and organizes teaching-learning methods, plans and controls a situation with the goal of getting the most out of student learning.As a teacher, you have a unique role to play because you have the ability to influence your students' behavior more than anyone else.

As a teacher you are supposed to:

- assist students in identifying their strengths and weaknesses, as well as in exercising their rights and accepting their responsibilities,
- assist your students in becoming aware of the connections between their actions and its consequences,
- encourage your students' to care about themselves, the environment, the community, their country, and beyond,
- foster an environment of tolerance and encouragement in the classroom,
- to motivate your students by setting realistic goals and assisting them in applying the knowledge, skills, and attitudes gained in this subject, and
- take into account individual differences in assessing and evaluating students' work.

You have the following obligations and responsibilities as a teacher of citizenship education in particular to be:

- a role model for your students,
- punctual,

- kind and patient,
- a supporter and listener,
- a well-balanced personality,
- tolerant and fair,
- knowledgeable about the contents of the subject,
- a good communicator, and
- update in the knowledge of the subject and current affairs.

Planning your Teaching

The first and most important step in delivering a great and effective lesson is planning. Without planning, your lessons may become disorganized, and you may fail to meet your objectives. Planning enables you to approach the subject in a methodical and orderly manner. Furthermore, rather than haphazard teaching, you will follow well-thought-out and definite lines.

When a lesson is well-organized, it is easier to manage classes and improve student performance. A lesson plan also provides you explicit direction on:

- your teaching philosophy,
- information about your students,
- the lesson's clear learning objectives,
- what to teach and how to teach,
- instructional materials to utilize, and
- how to assess or evaluate your students in light of the lesson's objectives.

Therefore, when creating a lesson plan, you must consider:

- the time available,
- diverse abilities of students',
- students' learning preferences,
- their prior knowledge,
- instructional strategies,
- the availability of instructional materials, and
- types of assessment linked to the stated objectives.

Teaching Methods

Active participation of students in and out of class (in co-curricular) activities is required in citizenship education. This is because one of the goals of citizenship education is to produce active and competent citizens who participate in the social, economic, and political aspects of their country. It is generally recommended to use a student-centered teaching technique in this subject, but this does not preclude the use of a teacher-centered teaching method.

A student-centered teaching approach allows students to:

- think about what they are learning and how they are learning it, and
- have some control over the learning process.

You are certainly aware of the various methods of teaching and learning, but we recommend that you use a combination of the following teaching methods in each lesson:

- ***Lecture methods:*** A lecture is a type of teaching in which facts, principles, or relationships are clarified or explained. A lecture is an oral presentation that conveys information or instructs people on a specific topic. For example, if you wanted to teach about the essence of citizenship, characteristics of citizenship, methods of acquiring and losing citizenship, key elements of Ethiopian citizenship law, the concept of state, elements of the state, functions of government, the differences between state and government, the meaning of community engagement, aspects of community engagement, and the meaning of critical thinking, we recommend that you use the lecture method of teaching.

- ***Discussion method:*** The discussion method is a more engaging learning experience for students than the lecture method. The discussion method encourages students to develop critical thinking and problem-solving skills, as well as to not accept any idea at face value. Thus, you can use the discussion method of teaching to teach about the importance of good citizenship, the ways of acquiring and losing citizenship, the key elements of Ethiopian citizenship law, the elements of the state, the functions of government, the differences between state and government, the meaning of democracy, the forms of democracy, and the ways of exercising democracy.

- ***Demonstration methods:*** is a method of visually examining information, ideas, and processes. Demonstrations can be used to pique students' interest in a topic as well as to clarify issues. We recommend using the demonstration method for topics such as the importance of good citizenship, the functions of government, methods of exercising democracy, indigenous democratic values, procedural and substantive democracy, manifestations of rule of law, and the benefits of voluntary service, among others.

- ***Simulation method:*** The process of attempting to replicate the characteristics of a real system is known as simulation. Simulations allow students to learn directly from experience, promote critical thinking, and enable individuals to connect theories to real-world situations. The significance of good citizenship, the functions of government, the distinctions between state and government, the methods of exercising democracy, indigenous democratic values, procedural and substantive democracy, the significance of rule of law, the manifestations of rule of law, the uses of community engagement, the benefits of volunteer services, the habits of community engagement, and the significance of critical thinking will be taught using the simulation method of teaching.

- ***Role play:*** A role play strategy is one in which a teacher places students in situations in which he or she wishes to teach them. Students will develop communication skills, involve everyone in working cooperatively toward a common goal, and emotionally experience the situation and gain insight through role-playing. Role play can teach the importance of good citizenship, the functions of government, the ways of exercising democracy, indigenous democratic values, the importance of rule of law, the manifestations of respecting rule of law, the rule of law and rule of man, factors affecting rule of law, community engagement habits, and critical thinking.

Classroom Management

Consistent and proactive discipline is the foundation of effective classroom management.

The ability of a teacher to control a classroom is critical for a successful teaching and learning process. You can avoid disciplinary issues if you take a proactive approach to discipline. Maintain vigilance over everything that occurs in the classroom. You are not required to wait for disciplinary issues to arise before taking action. One of the most important skills in classroom management is the ability to keep your students engaged for the duration of the lesson. When your students finish their assignments and are left with nothing to do, they are more likely to become disruptive. As a result, make sure your lesson is divided into sections such as whole-class work, individual work, and practical tasks.

Assessment and Evaluation

Assessment in education refers to the process of acquiring, evaluating, documenting, and applying information about students' reactions to an educational task. Evaluation, on the other hand, is critical in measuring student development and determining whether or not students have met the desired set of objectives. As a result, as a teacher, you are expected to assess and evaluate your students in relation to the lesson objectives.

Teaching Materials

The term "teaching and learning materials" refers to the resources used by teachers to structure the teaching and learning process and improve student achievement.Any physical or virtual resource used for educational purposes that demonstrates or supports one or more parts of a lesson or subject of study is referred to as teaching materials.

Teaching materials contribute to more engaging, stimulating, reinforcing, and effective teaching and learning.

However, when developing effective teaching and learning materials, you should keep the following in mind:

- their relevance and inclusivity, and
- make sure that students will not be exposed to offensive materials.

As a result, in order to assist students in making the most of this subject, you will need to tap into as many resources as possible and use them creatively. You can expect to use a variety of resources in each lesson. There are resources available to you both inside and outside of the classroom. Take a walk outside and observe your surroundings with fresh eyes, then incorporate local examples into your lessons.

In general, if the above-mentioned essential functions are carried out correctly in the classroom, students will be able to:

Develop understanding and acquiring knowledge of:

- essence of citizenship
- features of citizenship
- ways of acquiring and losing citizenship
- key elements of citizenship law in Ethiopia
- the concept of state
- the functions of government
- the elements of the state

- the meaning of democracy
- the concept of rule of law
- sources of law
- the rule of law and rule of man
- the concept of human right
- institutions of human rights in Ethiopia, and
- the meaning of community engagement

Develop skills and abilities of:

- the differences between state and government,
- the ways of exercising democracy,
- the forms of democracy,
- the importance of respecting human rights,
- procedural and substantive democracy,
- the manifestations of respecting rule of law,
- factors affecting rule of law,
- the uses of community engagement,
- aspects of community engagement,
- the importance of critical thinking,
- the meaning of critical thinking,
- the skills of critical thinking.

Develop the habits and attitude of:

- the importance of good citizenship,
- indigenous democratic values,

- the importance of rule of law,
- their moral responsibilities in their communities,
- the habits of community engagement,
- the benefits of voluntary service.

3) INSTRUCTIONS FOR TEACHING-LEARNING PROCESS

UNIT 1

CITIZENSHIP

Unit description

This grade level is entirely dedicated to citizenship education, with the first unit covering the definition of citizenship, its essence, characteristics of good citizenship, and the significance of good citizenship. This unit also examines how a person obtains and loses citizenship. This unit will conclude by discussing some key aspects of Ethiopian citizenship law.

Key words :

- **Citizen; Citizenship; Citizenship Law; Constitution; Good Citizenship; Patriotism; Responsibility; Tolerance.**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Comprehend the essence of citizenship; ★ Identify features of citizenship; ★ Explain the importance of good citizenship; ★ List ways of acquiring and losing citizenship; ★ Explain the key elements of citizenship law in Ethiopia.	1.1 Citizenship ; 1.1.1 The Essence of Citizenship; 1.1.2 Features of good citizenship 1.1.3 Importance of good citizenship; 1.2 Ways of acquiring and losing citizenship; 1.3 Citizenship law in Ethiopia.

Period Allotted: 16periods

Lesson One: The Essence of Citizenship

Competencies of the lesson:

★ **Understand the meaning of citizenship.**

Sample lesson plan

Date: ---------- **Name of the school _____**

Length of period 40 **Number of periods: One**

Name of the teacher----------

Number of students per class **Subject: Citizenship Education**

Topics: Citizenship **Sub-topics: Essence of Citizenship**

At the end of this lesson, students will be able to::

- **Describe what citizen is;**
- **Realize the rights and responsibilities of citizens;**
- **Differentiate citizen and citizenship.**

Page	*Content*	*Time*	*Teacher's activities*	*Students' activities*	*T/methods*	*T/aids*	*Assess*	*Remark*
1-3	**Introduction**	5	Introduce the new topic;Relate the new topic to grade six topic;Start the new topic with brainstorming questions like: What do you understand when we say citizenship? Is there any difference between citizen and citizenship?	Listen attentively; Participate actively in answering the brainstorm question	Gap-Lecture Method	Individualsinthecalsscanbeusedasamodel	Observation Questioning	
	Presentation	25	Present and explain the essence of citizenship	Take short note, participate in group discussion; ask questions				
	Stabilization	5	Summarize the main points under discussion	Listen attentively; taking notes				
	Evaluation	5	Ask oral questions like					

Teacher's Name: _____ **Dept. Head Name:** _____

Director's Name: _____

Date: _____ **Date:** _____ **Date:** _____

Sign: _____ **Sign:** _____ **Sign:** _____

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Group discussion, Case study, Gap lecture.

Lesson Orientation

Remember that students already have a basic understanding of citizenship concepts from the last unit of moral education in sixth grade. As a result, you can begin this lesson by asking your students to respond to the two brainstorming questions provided in their textbook.

The first question's purpose is to assess your students' general understanding of the term citizenship, while the second question assesses your students' background knowledge in terms of their ability to distinguish citizens from citizenship.

After identifying your students' prior knowledge and inspiring them with brainstorming questions, you can begin clarifying the various definitions or connotations associated with citizens.

- Basically, you can say that citizen is a person who, under the law, has specified rights and obligations.
- Citizenship, on the other hand, entails full and responsible membership of the state.
- Membership refers to a political society in which members have a reciprocal duty to the state and the state has a duty of protection to the member.
- Therefore, citizenship is both legal status and a personal identity.

Your students should be able to differentiate between the terms citizen and citizenship by now. You can, however, use a case study from the students' textbook to help them internalize the concept even more.

To do so, form a group of five students and assign them the task of answering and debating the questions found next to the case study in the student textbook.

The first question allows your students to speculate on how the story should end. Your student may come up with several alternative answers to the first question.

You will, however, be expected to motivate your students to consider the case in terms of citizen rights and responsibilities.

If this is the case, your student should be able to answer the remaining questions as well. For example, a child's right to attend school is not solely dependent on his or her parents' generosity; every child has an unrestricted right to attend elementary schools. You should emphasize, however, that children are still responsible for assisting their parents in their spare time, depending on their ability.

Lesson Two: Features of Good Citizenship

Competencies of the lesson:

★ **Appreciate the features of good citizenship.**

At the end of this lesson, students will be able to::

- **List the characteristic features of good citizenship;**
- **Demonstrate the characteristics features of good citizenship;**
- **Acquire the characteristics features of good citizenship.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper, whiteboard, Student text book, Pen, Pencils, Writing paper, Picture.
Teaching strategies	• Asking brainstorming questions, Group discussion, Case study, Storytelling, Demonstration.

Lesson Orientation

This lesson begins with two broad brainstorming questions, as seen in the students' textbook. The first question asked students to define a good citizen with the help of their parents and reflect on it for the class. Students are asked to list at least three characteristics of a good citizen that they believe define a good citizen in their community in the second brainstorming question.

As a result, you can simplify the concept by listing the qualities of a good citizen.
Thus, a good citizen will do the following:

- respects others,
- is helpful of others,
- listens to other people's opinions,
- helps people who can't help themselves,
- lives in harmony with other members of society,
- is always willing to learn, and
- is aware of his or her societal responsibilities and rights.

There is also a case study and three follow-up questions. You can use the case study to teach the characteristics of good citizenship by using a practical example.

The first question was designed to assess the level of understanding of the story presented by the students. Make sure they clarify that the story is about a student who has excelled not only in academics but also in extracurricular activities throughout the year when they respond to this question.

Regarding the second question, you can assist your students in stating the characteristics that make the student a good citizen, such as:

- adhering to school rules and regulations;
- raising awareness among other students about the importance of adhering to the school's rules and regulations;
- participating in various clubs and even taking the initiative in establishing and leading the anti-corruption clubs;
- sets an example for students in and outside his class by living in harmony with students of various ages, religions, languages, and ethnic groups; and
- loves his country and has a strong desire to raise his country's national flag on the world stage.

The third question helps your students identify factors that prevent them from doing the good that the student in the story did. Of course, the answer will differ depending on each student's unique personality. They may, however, mention things like lack of:

- information,
- awareness,
- commitment,
- inward looking, and so on.

Thus, by using the case study, you may be able to teach your students about the characteristics of a good citizen. In this case, a good citizen is someone who does the following:

- ***Obey the law:*** a good citizen follows the rules of his/her country and shows respect for his/her parents, teachers, and elders. You might connect this character to the case presented in the textbook.
- The second and most important characteristic of good citizenship is ***responsibility.*** You need to underline learning as one of the primary responsibilities of students and inform the students that their primary responsibility includes doing their homework and supporting their parents at home, as well as respecting others. Then you might be able to connect these characteristics of a good citizen to the case presented in the students' textbook.

In relation to the concept of responsibility, you could ask your student whether or not they are responsible. Inquire about how they determine whether or not they are accountable. Encourage them to answer these questions by referring to the qualities of a good citizen that you have already taught them.

- The third important and critical characteristic of a good citizen is ***tolerance***. Tolerance includes the conviction that other people or students have the freedom to hold opinions, beliefs, and viewpoints that differ from ours. You can also link this principle with the case presented.

You can use the question from the students' textbook to better inculcate the concept of tolerance. Please allow them to explain and appreciate the value of diversity when they discuss the issue raised.

- Finally, ***patriotism*** might be listed as an important characteristic of a good citizen. A patriot should have true affection for his or her nation and a sense of involvement in its social, political, and economic aspects.

A good citizen is one who is willing to make sacrifices for his or her country's benefit. Here, you are expected to give practical examples for your students. Our heroes and patriots might be of a good practical example for them.

Please check your students' understanding of patriotism using the three consecutive questions from their textbook before wrapping up the lesson. The questions are designed to elicit responses from your students about patriotism's characteristics, factors that undermine patriotic feelings, and what should be done to improve Ethiopians' patriotic feelings.

Lesson Three: Importance of Good Citizenship

Competencies of the lesson:

- ★ **Demonstrate the qualities of good citizenship.**

At the end of this lesson, students will be able to::

- **Identify what constitutes good citizenship;**
- **Describe the importance of good citizenship;**
- **Measure the significance of good citizenship in comparison to its absence.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper, whiteboard, Student text book, Pen, Pencils, Writing paper, Picture.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study, Demonstration, Storytelling.

Lesson Orientation

This lesson includes three brainstorming questions. The first question encourages your students to think critically about the value of good citizenship. Thus, please encourage your student to consider what would happen if all students, teachers, and administrators lacked good citizenship character. In this case, you can suggest that they use their school as an example.

To discuss the second brainstorming question, ask your students what kind of connection would exist if good citizenship did not exist between:

- students and teachers,
- students and the school administration, and
- within teachers themselves.

Finally, instruct your students to critically examine and reflect on the illustration of this lesson found in their textbook.

Following the receipt of your students' reflections, you can begin your class by emphasizing the significance of good citizenship. Thus, you will be able to consider the benefits of good citizenship listed below.

- instilling a strong moral code in individuals;
- fostering a safe and supportive society;
- making our country a better place;
- fostering constructive debate among people with opposing viewpoints;
- fosters mutual respect and understanding;
- collaborate toward a common goal;
- encourage students to broaden their perspectives;
- think more deeply about societal injustices and oppression;
- challenge injustice and promote fairness;
- develop a sense of respect and care for other students; and
- accept responsibility.

Lesson Four: Ways of Acquiring Citizenship

Competencies of the lesson:

★ **Identify ways of acquiring citizenship.**

At the end of this lesson, students will be able to::

- **Make a list of ways for obtaining citizenship;**
- **Compare ways of acquiring of citizenship by birth and descent;**
- **Write ways of acquiring citizenship through naturalization.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper, white board, Student text book, Pen, Pencils, Writing paper
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study

Lesson Orientation

You can use the two brainstorming questions from the students' textbook before explaining the various methods of obtaining citizenship. These questions serve two primary functions:

- first, to identify your students' background knowledge regarding how someone becomes a citizen of a country, and
- second, to get their attention for your daily lesson.

Following your students' reflections, you can begin your lesson by brainstorming with them about what citizenship entails. As a result, citizenship is a legal status obtained by being a registered member of a country.

Anyone who meets the country's legal requirements can become a member of the state. In its most basic form, citizenship is the virtue of being a citizen of a country.

So the question here is how to become a citizen of a specific country. As a general rule, international law defers to each state's determination of who its citizens are.This means that the process for obtaining citizenship varies by country.

However, the three most common methods of obtaining citizenship are as follows:

- ***Citizenship by Place of Birth:*** According to this idea, everyone born inside the territorial bounds of a state automatically becomes a citizen of that state.
- ***Citizenship by Descent:*** This principle asserts that regardless of where children are born, their citizenship is decided by their parents' nationality.
- ***By Naturalization:*** Naturalization is the legal process by which a foreign individual becomes eligible to become a citizen of a specific country.

Naturalization can be obtained in a variety of ways, but for the purposes of the students' grade level, you can focus on only two of them:

- ***Citizenship by Marriage:*** upon application, a foreign national who marries a citizen of a certain country is granted citizenship of that country.
- ***Citizenship by Adoption:*** A person or couple recognized as legal parents can adopt a kid born in another country and make him or her a citizen.

There are two questions in the student textbook. The first question allows you and your students to summarize what you've already talked about. Therefore, you can summarize your lesson by stating that there are three basic paths to citizenship:

- Citizenship by birth,
- Citizenship by descent, and
- By naturalization.

The main distinction between acquiring citizenship by birth and naturalization is that citizenship by birth is automatic and involuntary, whereas citizenship by naturalization is not automatic and is voluntary.

Lesson Five: Ways of Losing Citizenship

Competencies of the lesson:

- ★ **Demonstrate the qualities of good citizenship.**

At the end of this lesson, students will be able to::

- **Identify ways of losing citizenship;**
- **Distinguish between voluntary and involuntary ways of losing citizenship;**
- **Examine the grounds for involuntary citizenship loss.**

Issues	*Activities*
Teaching aids	• Black • Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, Lecture, Group discussion, Case study

Lesson Orientation

The session starts with a brainstorming question about how someone can lose their citizenship. This is the lesson's entire point. As a result, after giving your students time to think about and reflect on their ideas. You can start talking about it now.

Citizenship can be obtained and lost in a variety of ways. Loss of citizenship occurs when a citizen is no longer recognized as a lawful citizen of the country.

The process of losing citizenship, like the process of obtaining citizenship, varies depending on where you live. Individuals who lost their citizenship, on the other hand, had one thing in common: they did so either voluntarily or forcibly without their consent.

- Voluntary loss of citizenship: refers to the act of giving up one's citizenship. The main focus here is on a person's decision to voluntarily lose his or her citizenship status.

Ask your students a question from their textbook to help them understand this concept even more. The question asks students to write down a list of reasons why someone would voluntarily relinquish their citizenship. Allow them to compare their list to the list of students seated next to them.
A citizen may renounce his or her citizenship voluntarily for any of the following reasons:

- naturalization in a foreign country,
- express renunciation of citizenship,
- taking an oath of allegiance to support the constitution and laws of a foreign country, and
- rendering service to or accepting a commission in the armed forces of a foreign country, etc.

In the second question, you simply ask your students if they know or have heard of anyone in their neighborhood who has voluntarily given up their citizenship.

- Involuntary loss of citizenship: a citizen's citizenship may be revoked if he/she does not follow certain requirements. Losing one's citizenship involuntarily is not immediate; it must go through a series of steps in order to be revoked.

In the same way that you would ask your students to make a list of plausible reasons why someone might be forced to lose their citizenship voluntarily, you should also ask them to make a list of plausible reasons why someone might be forced to lose their citizenship involuntarily.

A citizen's citizenship may be revoked involuntarily for any of the following reasons:

- by canceling his certificate of naturalization by the court, and
- by having been declared by a competent authority, a disaster in the armed forces in the time of war.

The second question in this section is critical for your students to fully grasp the concept of involuntary citizenship loss.

Lesson Six: Ways of Acquiring and Losing Citizenship in Ethiopia

Competencies of the lesson:

- ★ List the key elements of citizenship law in Ethiopia.

At the end of this lesson, students will be able to::

- Examine ways of acquiring and losing Ethiopia citizenship;
- Explain the requirements for acquiring Ethiopian citizenship through naturalization;
- Recognize ways of losing citizenship in Ethiopia.

Issues	*Activities*
Teaching aids	• Black • Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper.
Teaching strategies	• Asking brainstorming questions, Lecture, Group discussion, Case study.

Lesson Orientation

After learning about how to obtain citizenship in general, let's take a look at the Ethiopian example. As is customary, begin your lesson by asking your students to respond to the brainstorming question about their citizenship status. Inquire about how they obtained Ethiopian citizenship if they respond, "I am an Ethiopian."

- According to Article 6 of the FDRE constitution, any person of either gender who has both or either Ethiopian parents is an Ethiopian citizen. As a result, the FDRE constitution recognizes the right to Ethiopian citizenship based on descent or blood.
- Furthermore, according to Ethiopian Nationality Proclamation No. 378/2003, Ethiopian nationality is generally inherited through descent.
- The Proclamation also includes provisions for acquiring citizenship through naturalization after birth.
- A foreigner seeking Ethiopian nationality must, however, meet the following requirements:
  - have reached the age of majority and be legally capable under Ethiopian law;
  - have established his domicile in Ethiopia and lived in Ethiopia for a total of at least four years prior to the submission of his application;

- be able to communicate in any of the country's nations/nationalities' languages;
- have a sufficient and lawful source of income to support himself and his family;
- be a person of good character;
- have no criminal record;
- be able to show that he has been released from his previous nationality or that acquiring Ethiopian nationality will result in such a release, or that he is a stateless person; and
- be required to take the oath of allegiance stated in Article 12 of the Proclamation.

- In addition to standard procedures, the declaration allows for naturalization in "extraordinary instances." As a result, a foreigner who has made a major contribution to Ethiopia's interest may be granted Ethiopian citizenship by law, regardless of the conditions listed above.

- The modalities of loss of Ethiopian citizenship were also established in Proclamation No. 378/2003. According to the nationality proclamation, no Ethiopian may be stripped of his or her Ethiopian citizenship by a government decision unless he or she renounces his or her Ethiopian citizenship voluntarily or acquires another nationality in a method that the law considers voluntary.

- In the student textbook, you will find a discussion point that assumes an Ethiopian mother and an American father has a child in France. The responsibility of the students should be to answer the questions based on Ethiopian citizenship law.

- Hence, you should ask them what they think a baby's citizenship should be, and whether the newborn is entitled to become an Ethiopian citizen or not.

- Based on the Ethiopian citizenship law, the newborn would undoubtedly be an Ethiopian citizen because his/her mother is an Ethiopian descent. It would also be likely to become a French citizen. Because citizenship in France will be granted based on the principles of birthplace.

- However, the point is that the newborn could have two citizenship at the same time, which is known as double citizenship. Conversely, Ethiopia did not allow dual citizenship, thus it is up to his/her family to decide on his/her citizenship status until he/she reaches the age of 18.

Answer for Unit Review Question

	1	2	3	4	5
Part I: True/False	*False*	*True*	*False*	*False*	*True*
Part II: Multiple Choice	*D*	*C*	*B*	*C*	
Part III: Matching	*B*	*A*	*E*	*C*	

Part IV: Short answer

1) They may come up with a lot of lists on the importance of good citizenship including: for

- instilling a strong moral code in individuals,
- fostering a safe and supportive society while ensuring the survival of a democratic system.
- making our country a better place
- fostering constructive debate among people with opposing viewpoints
- fosters mutual respect and understanding
- encouraging students to broaden their perspectives
- thinking more deeply about societal injustices and oppression
- engaging in constructive debates in order to resist all forms of extremism.
- developing a sense of respect and care for other students
- accepting responsibility.

UNIT 2

STATE AND GOVERNMENT

Unit description

So as to understand one's rights and fulfill one's responsibilities, one must have a basic understanding of the state and government. Along these lines, we will discuss the concept of the State and its fundamental components in this unit. Following that, we will examine the meaning, functions, and forms of government. Finally, the unit discusses the similarities and differences between the State and the Government.

Key words :

- **Aristocracy; democracy; dictatorship; government; monarchy; population; Sovereignty; State; Territory.**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Define the concept of state; ★ Distinguish the elements of the state; ★ List the functions of government; ★ Explain the differences between state and government.	2.1. The concept of state ; 2.2. Elements of the state; 2.3. Functions of government; 2.4. Forms of the government; 2.5. The differences between state and government.

Period Allotted: 16 periods

Lesson One: The Concept of the State

Competencies of the lesson:

★ **Understand the concept of state and government.**

At the end of this lesson, students will be able to::

- **Explain what the term state means;**
- **Appreciate Ethiopia as the oldest state.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils, Writing paper, Map, Globe.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

Start your lesson by highlighting what you talked about in unit one and attempt to connect the concept of citizenship to the concept of the state in general. After that, you should engage your students by asking the brainstorming questions presented in their textbook.

The first brainstorming question is about how they define the term "state." And, the second is to mention a few African countries that come to the students' mind.

After their reflections, you may begin by defining the term state as:

- an organized political group administered by a single authority;
- a legally recognized political entity that is controlled by a government; and
- a collection of people who reside continuously on a defined territory, have their own government to which the majority of the population submits, and are free from external intervention.

By now, your students have almost certainly figured out the answer to the brainstorming question posed at the start of this lesson. Allow them to check their answer against the explanation you provided.

You will also find in the students' textbook two questions. Ask your students: first, why we need a state and second, what distinguishes Ethiopia from other countries.

- The existence of the state is needed since it is based on basic human needs. The purpose of forming a state is to utilize laws to resolve conflicts between and among people.

In response to the second question, motivate your students to use their history and geography knowledge to think about Ethiopia and come up with their own arguments for its uniqueness. Indeed, Ethiopia is unique in terms of culture, history, topography, and other factors. Thus, your students might specifically, state Ethiopia as:

- the source of the Nile with its massive waterfalls;
- a place where different religions coexist in relative peace;
- the country never colonized;
- its own unique script;
- the Cradle of Mankind;
- having unique calendar consisting of 12 months of 30 days each and the 13th month of 5 or 6 days;
- a place where one of the world's most popular beverages i.e. coffee was discovered;
- home to 279 species of mammals and 31 endemic mammal species, and etc.

Lesson Two: Elements of the State

Competencies of the lesson:

- ★ **Identify the elements of the state.**

At the end of this lesson, students will be able to::

- **List the essential elements of the state**
- **Assess how those essential elements of the state are seen as necessary for the existence of the state**
- **Consider what would happen if one of the state's basic elements were missing.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study .

Lesson Orientation

To begin the new lesson, you can use the brainstorming questions to enable your students determine whether Ethiopia is a state or not. Following their response, you can begin the daily lesson by explaining that states have certain essential elements that allow us to differentiate them from other institutions in a given country.

As a result, it is typical to refer to the State by its basic components, which comprises:

- ***Population:*** For the existence of the state population is a key factor. The people of a state do not have to be of a single race, religion, language, or culture. You can inculcate this idea by explaining the diversity found in the Ethiopian population.
- ***Territory:*** the other critical element of the state is a defined territory. No State can exist without a fixed territory. The territory is required for people to live and organize socially and politically.

Furthermore, take the case study about the two neighbors from the students' textbook and let your students discuss and reflect on the questions next to the case in groups.

The first question concerns their awareness of what neighbors should do if they are unable to resolve their problems on their own or with the help of local elders.

Assist your students in coming up with a legal method to follow in order to fix the problem. In such cases, the question remains as to who will have the last say. The court, of course, has the final say in the case of the two neighbors.

- ***Government:*** The third and most important component of a state is the government. There can be no State without a government. The government is the operational arm of the state as well as a powerful political organization.

In a democratic state, the three branches of government i.e. the legislative, executive, and judiciary are responsible to make, enforce and interpret the laws of the country.

In Ethiopia, the legislative branch is made up of the House of People Representatives and the House of Federation, which is referred to as the Parliament.

The Executive Branch is part of the three branches of government, which are led by the Prime Minister in parliamentary forms of government and by the President in presidential forms of government.

The judicial branch of government is also one of the three branches of government. Its principal duty is to interpret the law. Ethiopia has a dual legal system, with two separate court bodies: federal and state courts, each with its own structures and administrations. According to the FDRE Constitution, the Federal Supreme Court has supreme federal judicial authority.

Although you will explore government and its purpose in the following sections, the second question allows your students to discuss and grasp the most significant aspects of the existence of government. Literally, if there is no government or if the government in power fails to carry out its tasks, all the evil will occur, and no one, even students, will be able to go from one place to another.

- ***Sovereignty:*** Before discussing sovereignty, you can ask students to discuss the importance of sovereignty for a given state. Sovereignty is commonly thought to have two distinct aspects: internal and external.

Internal sovereignty refers to sovereignty within the jurisdiction of a state, and external sovereignty denotes the relationship that exists between sovereign power and other states.

In relation to sovereignty, in the student textbook you will find a question to list the color of the Ethiopian flag and whether or not know the national anthem of Ethiopia? If you got a positive response please permit some of your students to sing the national anthem of Ethiopia, with your help.

There is also a case study and two questions next to the case, so would you please allow the students to discuss both questions for some time and come up with their own reflection.

The second question focuses on the main responsibility of the youth in protecting Ethiopian sovereignty. In this case, youth are expected to be active participants in all aspects of their country's i.e. social, economic, and political matters.

Lesson Three: Functions of Government

Competencies of the lesson:

- ★ **Recognize the functions of state and government .**

At the end of this lesson, students will be able to::

- **Describe the functions of government ;**
- **Recognize the significance of a democratic government in sustaining social stability;**
- **Appreciate the efforts of the democratic government to the needs of its citizens.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study, role play.

Lesson Orientation

In this lesson, the purpose of government and the primary responsibilities of government are the two brainstorming questions enclosed in the student textbook. These questions will allow you to measure the students' level of understanding while also motivating and getting them ready for the new lesson.

So, after the students' reflection start the new lesson. Thus, although government functions vary by state, the following are some of the most common:

- Maintaining law and order;
- Provide public services;
- Provide national security; and
- Making economic decisions.

When you try to describe each of the roles listed above, you will come up with questions, and when you try to explain it, your students will obtain the answers to those questions.

- ***Maintaining Law and Order:*** before discussing this duty of government, let your students consider what role a democratic government can play in promoting societal stability, and then explain it in one of the following ways. Governments maintain law and order by:
  - enacting laws that regulate the activities of all citizens;
  - providing mechanisms for settling conflicts between group members and ensuring societal stability; and
  - contributing to the preservation of peace and the protection of people's rights, property, and life.

Furthermore, the government provides mechanisms like courts to assist citizens in resolving disputes in a timely and orderly manner.

To control and contain inter-personal conflict, the government imposes restrictions on what individuals are and are not permitted to do.

- ***Providing Public Services:*** government provides a wide range of services to citizens. So, before further due, ask your students about the name of some of the government services available in their area. The my call:
    - enacting laws re
    - education,
    - health,
    - fire protection,
    - law enforcement,
    - environmental protection,
    - public housing,
    - public transportation, and so forth.

- ***Providing National Security:*** national security is a top priority for each sovereign state. Here you can ask your students the question found in their textbook who they think would protect Ethiopia if it is invaded by another country.

Indeed, one of the most important functions of government is to provide common defense and security for its citizens. However, each citizen of the country should assume responsibility for defending his/her homeland.

- ***Making Economic Decisions:*** no country can meet all of its citizens' needs or desires. Normally, the government works to promote economic growth and stability by:

  - controlling inflation,
  - stimulating trade, and
  - regulating natural resource development.

Lesson Four: Forms of the Government

Competencies of the lesson:

★ **Know the form of government .**

At the end of this lesson, students will be able to::

- **Identify the basic forms of the government;**
- **Visualize the difference between the monarchical and aristocratic forms of government;**
- **Realize the basic essence of democratic forms of the government.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Group discussion, Gap lecture, Demonstration, Case study.

Lesson Orientation

Governments come in a variety of forms. Hence, the forms of government can be classified based on the number of people exercising sovereign powers as follows:

- ***Monarchy:*** a monarchy is a form of government in which sovereign power is vested in a single individual.

So as to internalize the idea ask the students about the following two questions: the first, ask them to give some examples of countries that still have monarchies and then ask them if they have ever heard about Ethiopia's monarchy.

Examples of countries that still have monarchies include:

- Australia;
- Bahamas;
- Barbados;
- Canada;
- Jamaica; and
- Great Britain etc.

Regarding Ethiopia:

- the imperial monarch is the best example.

- ***Aristocracy:*** governmental power is concentrated in the hands of a few, while government administration is ostensibly carried out for the benefit of the many.

- ***Dictatorship:*** one person or a small group of people wields unlimited power. Force is used to maintaining power.

- ***Democracy:*** democracy is a form of government in which the rulers are chosen by the citizens. Some of the principles of democracy include:

  - citizen participation
  - equality
  - accountability
  - transparency
  - regular free and fair elections
  - economic freedom
  - control of the abuse of power
  - multi-party system
  - rule of law

Lesson Five: Difference between State and Government

Competencies of the lesson:

- ★ **Realize the difference between State and Government.**

At the end of this lesson, students will be able to::

- **Identify the distinctions between the government and the state;**
- **Recognize government as one of the essential elements of the state.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Demonstration, Group discussion, Case study

Lesson Orientation

So far the students are able to understand the state and government, thus now it's time to distinguish between state and government. So ask your students to describe some of the differences between the government and the state.

The following are the basic distinctions found between the State and the Government:

- ***Government is an element of the state:*** a state consists of four essential components: population, territory, government, and sovereignty. Thus, government is only an element of the state that acts on its behalf.
- ***The state is abstract whereas government is concrete:*** the state is an abstract concept that cannot be seen. Government, on the other hand, is concrete; it can be viewed as a group of people cooperating to exercise state power.
- ***The government is organized only by a portion of the population of the state:*** the State encompasses the entire population. Government, on the other hand, is formed by the representatives of the people. The government of the state is made up of only a few people who are elected to serve as people's representatives.
- ***Membership of a state is compulsory but not of government:*** in most cases, every individual is usually granted automatic membership (citizenship) in a state. Government membership, on the other hand, is not automatic.

Regarding the question found in the student textbook i.e. about how to obtain citizenship in Ethiopia, hope your students remember that in Ethiopia citizenship can be acquired by descent.

- ***Each state has the same essential elements, but the forms and features of government vary from state to state:*** each state has common characteristic features like population, territory, government, and sovereignty. Governments, on the other hand, can take various systems, such as parliamentary, presidential, or a combination of the two. It could also be democratic, monarchical, aristocratic, or dictatorial in nature.

- ***The state is permanent but the government is temporary:*** governments come and go all the time. An election, or even a revolution, could result in a complete change of government. The State exists indefinitely. It will go on indefinitely as long as it maintains its sovereignty.

Answer for Unit Review Questions

	1	2	3	4
Part I: True/False	*True*	*False*	*True*	*False*
Part II: Multiple Choice	*C*	*B*	*A*	

Part III: SHORT ANSWER

1) What are the four main functions of government?

- Maintain social stability;
- Provide public services;
- Provide national security;
- Making economic decisions.

2) What happens if one of the elements of the State is missing?

- If one of the elements of the state is missing, it will not be considered a state.

UNIT 3

DEMOCRACY

Unit description

Unit three which is devoted for democracy is expected to be covered by eighteen (18 periods). It is important to note that this unit is essentially devoted to the idea of democracy. There is no doubt that democracy is one of the most frequently discussed topics in our daily lives. As a result, explaining what the central concept of democracy entails is very helpful. Democracy also comes in various forms with distinct characteristics. In our contemporary world there are two ways (mechanisms) whereby democracy is exercised. There are at least two views regarding democracy; for some in democracy what matters is the process where as for others what matters a lot is the practice, hence, differentiating these two perspectives is very helpful. Now a day, in many nations there is focus on indigenous democratic practices as these practices help democracy to flourish, hence, exploring various indigenous democratic practices in Ethiopia is very important.

Key words :

- **Constit Democracy; liberal democracy; Social democracy; Direct democracy; Indirect democracy; Procedural democracy; Substantive democracy**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Explain the meaning of democracy; ★ Describe the forms of democracy; ★ Identify the ways of exercising democracy; ★ Appreciate indigenous democratic values; ★ Differentiate procedural and substantive democracy.	3.1 The meaning of Democracy. 3.2 The origin of Democracy. 3.3 Forms of democracy. 3.4 Ways of exercising democracy. 3.5 Procedural and substantive democracy. 3.6 Indigenous democratic values.

Period Allotted: 18 periods

Lesson One: The Meaning of Democracy

Competencies of the lesson:

★ **Understand the Concept of democracy.**

At the end of this lesson, students will be able to::

- **Describe the etymology of democracy;**
- **Define democracy;**
- **Explain rule of the people.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils
Teaching strategies	• Asking brainstorming questions, group discussion and case study

Lesson Orientation

The meaning of democracy has to be addressed under the first lesson of this unit. Because as this unit is entirely devoted to democracy it is essential to introduce students by having some conceptual framework with regard to the term democracy. In social science disciplines it is usually advised that students' prior understanding has to be assessed before the actual daily lesson is commenced. So as to achieve this purpose as clearly indicated in the students textbook two brainstorming questions are posed. The first brainstorming question is posed simply to assess students' prior awareness about the very idea of democracy. The second brainstorming question allows examining whether students in their actual life/experience made a decision based on democratic principles or not.

Asking these two brainstorming questions in the class is very paramount for various reasons. In the first place, it helps to focus student attention on a particular topic i.e. democracy. It also encourages the learner to take a risk in sharing their ideas and opinions about democracy. Moreover, it provides an opportunity for students to share ideas and expand their knowledge by building on each other's.

While the students are forwarding their prior understanding about the posed questions it is highly recommended that the students' contribution has to be accepted without criticism or judgment because when the students are done with their ideas the course coach is expected to summarize it later. After pinpointing the prior knowledge of the students and inspiring them with those brainstorming questions, the course coach can begin by clarifying the various definitions or connotations associated with democracy. In defining democracy there is no a single definition assigned to it.

There are several definitions proposed by different individuals and scholars. However, the course coach is not expected to discuss in the class all those various definitions/meanings of democracy. It is important to begin by looking at the etymology of the word democracy. As indicated in the textbook the word democracy is etymologically derived from two Greek words; demos, which means "the people," and kratos, which means "to rule." These two words are combined to form democracy, which literally means "rule of the people".

Hereafter, the course coach has to move to the central definition and meaning of democracy. Regarding the meaning of democracy there are at least two essential definitions as far as the meaning of democracy is concerned. The first important point that has to be raised in the class is that democracy is a system of government whereby ultimate political power is given for the people. This is to mean that in democracy people are the ultimate political power holder. People can give consent to their government and at the same time people can also withdraw their consent. In other words, the people of a given nation elect their government and if the government fails to satisfy their interest the people have the right to dismiss/remove the government from power.

In addition to the earlier meaning of democracy there is also another meaning as far democracy is concerned. As clearly indicated in the textbook the former US president Abraham Lincoln defined democracy as "government of the people, by the people, and for the people". In this definition there are three basic phrases. The first phrase is "government of the people" which represents the source of legitimacy, as government officials are elected solely by the people. The second phrase "government by the people" implies public participation in the government process and self-government. That is referred to as popular self-government.The third phrase "government for the people" refers to the idea that government officials should act in the best interests of the people.

By now, the students should be familiar with the meaning of democracy. However, the course coach may use the case study from the students' textbook to help them internalize the concept further. The case study essentially narrates how class representatives are elected by students themselves in free and fair manner without the intervention of any third party. This case study is presented in the textbook simply to show that students' participation in electing their own representative is one example of exercising democracy.

Finally, under this lesson there is an activity (3.1). Usually such types of activities are designed to enable the students to be able to internalize the lesson further. To do so the course coach may arrange students in groups so that the activity will be exercised by them. It is highly recommended for a group to consist four to six students. While the students are engaging in the class activity, the course coach has to supervise and facilitate all the groups because such supervision will enable to make students focus on the class activities only.

The activity reads as follows; some argue that democracy is not built overnight, but rather over time. Why is this so? It is true that no nation or society can build democracy overnight. Democracy is an exercise that needs time. To build democracy a lot of things have to be put into place. For example, there has to be independent media that provides and presents quality of information in an objective manner. The political parties have to be strong and bring alternative ideas to the people. The public has to be actively engaged in the democratization process. There has to be a strong civil society. Generally, all such actors play a significant role in the process of democratization. It takes a lot of time. As a house cannot built overnight, a democracy cannot be also achieved overnight it because of this reason that democracy is considered as a process.

Finally, at the end of this lesson it is strongly advised that the course coach has to summarize the daily lesson in a brief manner and if possible it is recommended to share with students about the next's day lesson (simply telling the students what they are supposed to learn when the meet in the next class).

Lesson Two: The Origin of Democracy

Competencies of the lesson:

- ★ **knowing the origin of democracy .**

At the end of this lesson, students will be able to::

- **Identify the birth place of democracy;**
- **Explain the nature of Athenian democracy;**
- **List the limitations of Athenian democracy;**
- **Enumerate the contributions of Athenian democracy.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils
Teaching strategies	• Asking brainstorming questions, group discussion and case study

Lesson Orientation

The second lesson of this unit is about the historical origin of democracy. This lesson starts by a brainstorming. The brainstorming question is about the birth place or origin of democracy. As usual the course coach is recommended to pose this brainstorming question for the class before the actual daily lesson is commenced. Thus, the course coach can address this brainstorming by stating that democracy is thought to have begun in the 5th century B.C. in the Greek city-state of "Athens." When we speak of Greek democracy, we are referring to Athenian democracy. It is also important to tell students that once democracy is believed to have begun in the city-sate of Athens later it expanded to other parts of the world.

It is very important for the course coach to discuss how the city-sate of Athens was powerful during the then times. Hence, the following issues have to be raised in the discussion. It is important to note that when we talk about Greek democracy, we really mean Athenian democracy. This is not because Athens was the only Greek city-state that ever had a democratic form of government, but because Athens was the most prominent and powerful. Democracy flourished particularly during the years of Pericles leadership, and under his leadership, Athens was the leading city-state of ancient Greece. Pericles was a Greek statesman and general of Athens during its golden age.

Pericles was prominent and influential in Athenian politics, particularly between the Greco-Persian Wars and the Peloponnesian War. City-states were small independent communities; Athens, the larger city-state, had about 40,000 citizens. In the Athenian city-state things were decided through general consensus of the concerned bodies through long discussions in a manner of direct democracy. For example, when Athens went to war with Sparta, Pericles was elected as a military leader by the citizens.

Pericles explained his country's political system in a speech delivered at a time when Athens was in war with Sparta by saying that: *"our constitution is called a democracy because power is in the hands not of a minority but the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses".* In short, according to Pericles, democracy is government in which people are powerful. Thus, the reign of Pericles was the golden age of Athens because it marked the highest of the Athenian democracy.

In Athens every (male adult) citizen could himself vote in the Assembly on the most important questions of the city. Apart from the Assembly - this met at least ten times a year. Athenian citizens elected a council made up of 500 people who exercised executive power, running daily business, putting into practice the decisions of the Assembly, preparing the agenda of its future meetings, etc. The members were elected for a one-year period. This Council was divided into committees of 50 members, each committee governing for a period of one tenth of the year. Since nobody was allowed to remain on the Council of 500 for more than two years, ordinary citizens had a good opportunity to serve on it at some point in their lives. Rotation in government posts was considered a good method to escape the formation of oligarchies and ensure participation.

Thus, in its Greek origins, democracy was direct, i.e., the citizens voted personally and directly in the Assembly and the executive power of the Council of 500 was not exercised by a separate class of politicians but rather by the citizens themselves in alternation. Sharing such information with students helps them to have some image about the origin of democracy in general and Athenian democracy in particular.

Lesson Three: Forms of Democracy

Competencies of the lesson:

- ★ **knowing the origin of democracy .**

At the end of this lesson, students will be able to::

- **Explain the distinction between liberal and social democracy;**
- **List the main features of liberal democracy;**
- **Identify the basic features of social democracy.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions and group discussion.

Lesson Orientation

The lesson discuses about the forms of democracy, in this lesson there are two brainstorming questions. The first brainstorming question is about liberal democracy and the second focuses on social democracy. Students have to be stimulated to share their ideas to the class whatever they feel about such forms of democracy. These brainstorming questions are simply designed to check and evaluate the prior knowledge of students regarding the forms of democracy. After receiving the prior information and opinion of students the course coach is expected to move to the actual discussion of these two forms of democracy.

During the actual discussion it is very important for the course coach to note that there are various forms of democracy across the world. The forms of democracy are not limited to these two lists. However, for this grade level only two (liberal and social) common forms of democracy are chosen in the textbook. When things are classified it is crucial to focus on the criteria's or parameters of the classification. In other words, we should not focus only on the name. The classification of forms of democracy as to liberal and social democracy is considering the role of the government in the economic, social and political affairs. This means the parameters to classify forms of democracy into liberal and social are economic, social and political affairs. Some governments have strong participation in the economic and social affairs but less engagement in the political arena. On the other hand, there are governments that do not have strong involvement in the economic and social affairs but give high priority for political issues.

As indicated in the textbook, although there continues to be controversy about which is the most desirable form of democracy, there is a broad, even worldwide, acceptance of a particular form of democracy, generally termed as liberal democracy. The goal of a liberal democracy was to allow participation of ever greater portions of the population as electors and potential candidates (for government posts), at the same time trying to keep the public and private spheres separate, restraining government so that it would not become tyrannical over the individual.

To make it very precise and clear the course coach has to take into account three aspects as far as liberal democracy is concerned. In social sphere, liberal democracy stands for secularism and a society that opposes all kinds of social discrimination.

In economic sphere, it favours a capitalistic economy, individual ownership of the means of production and maximum profit-earning motive. In political sphere, it stands for a democratic polity, individual rights and liberties, responsive and responsible government, free and impartial judiciary and the like. Countries such as United States of America and Britain could be taken as glaring examples for liberal democracy. However, this does not mean that the list is limited to these nations.

The second form of democracy is about social democracy. In the discussion it is very critical to share with students about the distinct features of social democracy. The essential difference between the two forms of democracy has to be explained well during the actual discussion. As indicated earlier the difference between them is a matter of focus. Nations that advance social democracy gives priority for economic and social affairs. Under such form of democracy the government intervenes in the economic and social affairs. In other words, the market is not free. Governments that promote social democracy believe that the market is not perfect and such imperfection has to be corrected by the governments' involvement.

Lesson Four: Ways of Exercising Democracy

Competencies of the lesson:

★ **Identifying ways of exercising democracy.**

At the end of this lesson, students will be able to::

- **Explain the meaning of direct democracy;**
- **Define indirect democracy;**
- **Identify the difference between direct democracy and indirect democracy.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and role play.

Lesson Orientation

Lesson four is about the ways of exercising democracy. The lesson begins by posing two brainstorming questions. The first brainstorming question is about what direct democracy is all about and the second brainstorming question asks what indirect democracy is all about. Thus, it is important to refresh the students mind by posing these two basic brainstorming questions. The brainstorming questions are designed to check the prior information and knowledge of the students about direct and indirect democracy. In the text book direct democracy is sometimes interchangeably used with pure democracy.

While indirect democracy is interchangeably used with representative democracy. Therefore, it is possible to use direct democracy interchangeably with pure democracy and indirect democracy with representative democracy.

During the actual discussion the idea of direct/pure democracy has to be addressed well. As indicated in the text book, direct/pure democracy refers to a way of exercising democracy in which "all adult citizens" participate in decision-making without the intervention of elected officials. In other words, those citizens that attained the majority age (adults) can have a say in each and every political decision and affair. The minimum age to participate in political decision varies from country to country. As of the present day, the most common voting age is 18 years; however, voting ages as low as 16 and as high as 25 currently exist.

In the textbook under the topic of direct democracy there is an activity (3.2). The activity reads as follows; is it possible to implement direct democracy in each and every political decision? As usual the course coach is expected to invite students to form group and exchange ideas on the activity. After the activity is done, the course coach can address the activity in the following manner. The fact that it is possible to exercise direct/pure democracy in some circumstances, however, it is impossible to implement direct/pure democracy in each and every political decision. The difficulty associated with implementing direct/pure democracy is because of population size, money, time and resources. Under such challenges and constraints implementing direct democracy in each and every political decision and affairs is very difficult.

To make the concept of direct/pure democracy very concrete a picture (3.1) is provided in the text book. The picture is designed to enable students to internalize the concept of direct democracy.

Regarding the picture the course coach is strongly advised to invite students to look at the picture. Now the course coach has to ask students about the message of the picture presented in the textbook. Picture (3.1) is intended to convey a message that students are directly electing their class representatives without any intermediary elected body. In the picture three class representatives are nominated and the rest students are shown in the picture raising their hands to elect representatives what they believe are better ones from the nominees.

Under this lesson there is a role play in the box. The role play is about referendum. As indicated in the textbook referendum is a glaring example of direct democracy. The referendum is a procedure that most constitutions envision for direct consultation of all citizens. The practice of holding referendum on specific points should be used frequently and precisely defined. Local, regional, and national referendums could all be held. To make the idea of referendum very clear a local example is given in the role play. In the role play the local community are voting to promote from zonal to regional status. Now the course coach has to request students to vote for or against the statehood. To make the role play more successful and effective the course coach is advised to prepare in advance temporary cards/papers (considering the number of students) and a box prior to the actual is commenced.

Once these materials are ready for the role play, now students can cast their vote for or against the statehood. When the students are done with the voting, the course coach has to count the ballots and announce the referendum result. The students should be given the opportunity to express what their participation in the referendum process is all about. Dear course coach, now please tell the students' that their participation in the referendum process is one example of direct democracy.

The second ways of exercising democracy that is very common in our contemporary world is indirect/representative democracy. As students are assumed to be clear about the limitations of direct democracy in the earlier discussion now the course coach has to pose a brainstorming question for the students. The brainstorming question reads as follows. Why indirect democracy is more preferable than direct democracy in the modern times? This brainstorming question is mainly designed to check whether students can link the previous discussion with current topic and have some clue about indirect democracy or not. The assumption is that the previous discussion on direct democracy has shed light for the present topic (indirect democracy). For the brainstorming question once the students reflect their opinion to the class, the course coach can address the question in the following manner. Indirect/representative democracy is more preferable than direct democracy mainly because it is very easy to practice it, saves time, energy and resources.

Now the course coach has to go to the actual discussion of indirect democracy. As well indicated in the text book a representative democracy is one in which citizens of a country elect representatives to make decisions on their behalf. In this regard, the meaning of the representative form of democracy is that the entire people cannot directly participate in their own affairs but must do so through their representatives, who are elected by the people themselves on a regular basis. To make the idea of indirect/representative democracy clear mentioning local examples is expected from the course coach. For example, in Ethiopia Parliamentarians meet in the House of People Representatives to discuss issues and pass bills that become Ethiopian law. Each elected Parliamentarian in the House of People's Representatives represents all citizens. The responsibility of participating in law making was delegated to Parliamentarians by the voters.

In Ethiopia when the elected members of the parliament pass a decision and the one that elect these representatives are supposed to be exercising democracy indirectly. This is based on the assumption that members of the parliament are believed to be representatives of the electorate/citizens.

To make the concept of indirect/representative democracy more vivid to the students' picture (3.2) is available in the textbook. As usual now it is time to invite students to reflect about this picture. Picture (3.2) shows members of the parliament in Ethiopia passing a decision on behalf of their constituents. The picture in the textbook is designed to convey a message that citizens can exercise democracy (representative democracy) indirectly through elected representatives.

Lesson Five: Procedural and Substantive Democracy

Competencies of the lesson:

- ★ **Identifying ways of exercising democracy.**

At the end of this lesson, students will be able to::

- **Explain the difference between procedural and substantive democracy;**
- **Define the meaning of procedural democracy;**
- **Explain the idea of substantive democracy.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions and group discussion

Lesson Orientation

Lesson five is about procedural and substantive democracy. The lesson starts by posing a brainstorming question. The brainstorming question requires students to tell the difference between procedural democracy and substantive democracy. Once students forwarded their opinion on these two views of democracy, the course coach has to proceed to the actual discussion of the daily lesson. As clearly stated in the textbook the classification as procedural and substantive democracy is all about two different views regarding democracy. The procedural democracy focuses on the process. Under such view the procedures are very important in democracy. Simply procedural democracy focuses on the process.

As the idea might be new for the students it is strongly advised that more examples have to be given for the students. The following examples can be raised during the discussion;

- Conducting regular election
- Universal participation
- One person, one vote etc....

Substantive democracy focuses on the actual role and practice of government. Under such democracy the practice matters a lot. The following examples can be considered in the class discussion;

- Rule of law
- Civil liberties
- Freedom of speech
- Freedom of religion
- Equality
- Independent judiciary etc..

Lesson Six: Indigenous Democratic Values

Competencies of the lesson:

★ **Identifying ways of exercising democracy.**

At the end of this lesson, students will be able to::

- **Explain indigenous democratic practices;**
- **Enumerate indigenous democratic practices in Ethiopia;**
- **List the roles of indigenous democratic practices.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions and group discussion

Lesson Orientation

Lesson six is the last lesson of unit three and it is about indigenous democratic practices. So as to illustrate the lesson further picture (3.3) is incorporated in the textbook. The course coach is recommended to invite students to look at the picture and share their observation to the class. The picture is designed to show indigenous democratic practices in Ethiopia. Specifically the picture shown in the textbook is all about elders gathering together and discussing relevant issues that matters a lot. The fact that there are modern court system in our country, there are also additional indigenous democratic practices that are being practiced in Ethiopia.

Among these indigenous practices traditional conflict resolution mechanisms are very common across Ethiopia. The following indigenous practices can be considered as an example during the actual class discussion;

- *Jarsuma* used by the Oromo people
- *Shimigilina* used by the Amhara people
- *Yejoka* in Gurage

- *Deira-Cimma* in Wolayata
- *Enashma* in Benisahngul-Gumuz
- *Baito* in Tigray
- *Mada'a* in Afar
- *Xeer* in Somalis and many more indigenous practices.

Answer Key for Review Questions

	1	2	3	4	5
Part I: True/False Item	***False***	***True***	***False***	***False***	***True***
Part II: Multiple Choice Items	***D***	***D***	***C***	***A***	***A***

UNIT 4

RULE OF LAW

Unit description

Your student have learned about democracy in unit three. The rule of law is a fundamental principle of democracy. In a democratic state, the government is responsible for maintaining peace and order as well as protecting citizens' rights and freedoms. However, this is only possible when the rule of law prevails. This unit clarifies the concept of the rule of law in general, as well as its meaning, source, importance, and manifestations in particular. Your student will also learn about the difference between the rule of law and the rule of man. Finally, they will learn about factors that influence the rule of law.

Key words :

- **Corruption; custom; judiciary; justice; legislation; morality; regulations; rule of law; rule of man**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Describe the concept of rule of law; ★ Identify sources of law; ★ Value the importance of rule of law; ★ Identify the manifestations of respecting rule of law; ★ Explain the rule of law and rule of man; ★ Comprehend factors affecting rule of law.	4.1.Define the concept of rule of law 4.1.1 Source of law 4.2.The importance of rule of law 4.3.the manifestations of respecting rule of law 4.4. Rule of law and rule of man 4.5. Factors affecting rule of law

Period Allotted: 18periods

Lesson One: The Concept of the State

Competencies of the lesson:

★ **Understand the concept of state and government.**

At the end of this lesson, students will be able to::

- **Define the notion of the rule of law;**
- **Consider justice in their daily life;**
- **Analyze whether someone's action is fair or not.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

This lesson starts by a brainstorming question in the student textbook that enable you to identify your students background knowledge regarding rule of law.

After having their reflection you can start by saying laws:

- are binding societal rules or regulations that we must all follow;
- protect societal safety and citizens' rights from violation by others;
- govern much of what people do on a daily basis;
- inform us about our rights and responsibilities;
- tell us what will happen if we do not do what is expected of us;

In a broader sense, the rule of law means no one, rich or poor, ruler or ruled, etc., is above the law. At its most basic level, the rule of law means that absence of arbitrary power on the part of the government and equality before the law.

So as to help your students to internalize the idea of rule of law use the case study stated in their textbook and let them to discuss and answer the questions that followed.

- Accordingly, though, the answer for those questions depends on the opinion of each student, it enables them to understand to what extent the action of the teacher in the case is unfair. And they can also try to put themselves in the position of the innocent students.

- In such a way you can also motivate them to recall a time in their schooling if they were treated unequally based on their economic status, appearance, age, color, ethnicity, etc.

When you discuss about rule of law, it should be a must to relate it with the concept of justice.

- Justice is the concept of moral rightness and fairness, which comprises treating people with respect and ensuring that they receive what they are owed.

- A law is considered unjust if it discriminates against citizens based on their gender, color, race, or status.

- Justice must be unbiased.

You should also clarify the distinction between equality and fairness. Fairness entails treating people in accordance with their requirements. Equality entails treating everyone equally.

- The next case study found in the student textbook is also a plus to enable them understand the concept of equal treatment of students in the classroom. When they reflect on the question that followed next to the case study, please encourage your students to reflect their own idea and direct them to understand what equality is all about.

Lesson Two: Source of Law

Competencies of the lesson:

- ★ **Know the source of law.**

At the end of this lesson, students will be able to::

- **Identify sources of law;**
- **Compare and contrast constitutions and morality as the fundamental sources of law;**
- **Examine how legislatures convert people's customary rules into enacted rules.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

By now your students have some understanding regarding concept of rule of law. The central team of this lesson will be identifying the source of laws.

Thus, for ease of your students understanding you can start by asking them about the origin of Ethiopian law. Hope you will get lot of answers for this particular question. After having their refection, you can start your lesson.

The primary sources of law can be divided into four categories:

- ***Constitution:*** a constitution is a power map containing a set of principles and rules outlining the structure and system of government, describing its institutions and the manner in which they work and relate to one another.
- ***Custom:*** custom is one of the oldest sources of law. Custom was used to settle and decide disputes between people. Customs were routinely observed, and violations of customs were punished by society.

Under this heading there are two questions for the students to reflect on it. The first question is related to the illustrated picture and reflection of students on the picture. The second question allows students to share some of the local customs found in their localities. So, motivate your students to critically think of local customs found in their localities.

- ***Religion and Morality:*** religious codes and morality are also sources of law. Under this heading you will find two questions for the students to reflect on it.

The illustration is all about students cheating during exam and the invigilator carelessness in the process. Thus, allow your students to discuss on the action they have seen in the picture and ask about their role if they have been in the similar situations. Then relate the point with the idea that you discussed about morality.

- ***Legislation:*** the legislative branch was established as the government's governing organ. The act of enacting new laws in any form is referred to as legislation. Legislation encompasses all expressions of the legislature's will. Thus, legislation became the primary source of law.

Specific classroom rules and regulations are also example:

- To come on time to class;
- To carry the necessary equipment for the lesson;
- To dress the school uniform properly;
- To follow instructions attentively;

- To treat others with respect;
- To refrain from using inappropriate language;
- To dispose of trash in a bin;
- To participate in lessons and always try best to answer questions.

After discussing the above classroom rules and regulations, please allow your students to form small groups and share their ideas with their partners.

- The purpose of having rules in the classroom is to remove and avoid all distractions and potential misbehaviors that obstruct learning. Besides, the goal is to establish a happy and conducive learning environment.

- In response to the second question, you should argue your students to take a stand by stating that the classroom rules and regulations empower them to learn in a peaceful environment. In a classroom, rules and regulations are vital because they help students maintain discipline, keep the classroom orderly, and preserve the class's quality. The major reason for the existence of rules and regulations is to ensure that pupils are disciplined. There would be no discipline in the classroom if there were no rules. There will be innumerable consequences, such as pupils failing to learn and becoming ignorant, which would inevitably lead to a poor future. The last question is similar to the previous one, with the goal of emphasizing the importance of teachers in the classroom. Because the teacher is responsible for not only instructing the pupils but also managing the classroom to ensure a seamless teaching-learning process.

Lesson Three: The Importance of Rule of Law

Competencies of the lesson:

- ★ **Know the importance of rule of law.**

At the end of this lesson, students will be able to::

- **Analyze the importance of rule of law;**
- **Demonstrate how rule of law creates the framework for certain conditions upon which democracy is based;**
- **Compliment on the link between the rule of law and individual freedom.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

So far, your students have learned about the concept of the rule of law and sources of law. It is now time to study about the importance of the rule of law. You can ask your pupils about the importance of the rule of law in a given society, taking into account their backgrounds.

After having their reflection, allow students to read the story about Zeberega and Tinkuk that is found in their textbook. Then students must respond to the question that appears next to the story.

- The first question concerns when we should follow the law. Is it only when law enforcement officers are present? They could learn from the story that respect for the law should not be based on the presence of a person who enforces the law. We must respect and obey laws at all times and in all places.
- Zeberga wanted to cross the street while the red light was on because he noted that there was no traffic policy in the area. This is completely improper and unethical. If he crossed the street when the red light was on, he risked himself getting into an accident, putting his and his wife's lives at danger. Students can learn a lot from Zeberga's eagerness and his wife's attention to detail.
- Laws must be followed in all situations, and his wife's caution must be recognized. She saved both his and her lives.

- The final inquiry considered what society would be like if people were not bounded by the law. The basic duty of the law is to maintain public order. The rule of law is viewed as a critical foundation in democracies, as without it, chaos and instability might reign. There would very certainly be anarchy in society if people did not follow the laws and regulations.

Further, you can raise the following points as reasons why the rule of law is important:

- ***Promotes Democracy:*** you can relate the importance of rule of law with democracy. Rule of law is essential to democracy because it establishes the foundation for certain conditions upon which democracy is based. Therfore, rule of law is regarded as essential requirement for the existence of democratic government.

- ***Promotes the freedom of the judiciary:*** the other benefit of the rule of law is the assurance of judicial independence. This means that when the rule of law is applied in its purest form, the judiciary's independence is enhanced and they can work independently of other forces. You can use local examples as much as possible to make this idea clear for your students.

- ***Enhances the freedom of the individual:*** where the rule of law is in place governments are expected to allow the expression of opposing viewpoints in society. The government is also expected to protect media freedom, which includes:

    - radio,
    - television,

- newspapers, and
- social media.

In the absence of the rule of law, no one has the right to speak, and no one has the right to publish differing viewpoints. So as to appreciate this idea your students can vividly look at the illustration on how the women face problem not only to speak but also to write differing viewpoints.

- Finally, when the rule of law is properly implemented it prevents arbitrariness and dictatorship. This enables people to ascertain whether their rights are being violated. In countries where the rule of law does not exist, authoritarian regimes prefer to use force rather than respond to popular demand.

- In each heading there are questions that motivate students' learning and in each case the explanation is offered when you describe the list regarding the importance of rule of law.

Lesson Four: The Manifestations of Respecting Rule of Law

Competencies of the lesson:

★ **Demonstrate the habits of respecting rule of law.**

At the end of this lesson, students will be able to::

- **Describe the manifestations of respecting rule of law;**
- **Advocate for people to be presumed innocent until a court finds them guilty;**
- **Point out the importance of government separation of power.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

The fourth lesson in this unit deals about manifestations of respecting rule of law. In so doing, you can ask your students to tell if they are following the rule of law or not with a list of some of the manifestations.

After their reflection, you can mention the following as manifestation of respecting rule of law:

1. The existence of judicial independence is one manifestation of respect for the rule of law. Judicial independence means that when making decisions, judges are free of political pressures and influences. Judges should not be influenced by:

- a political party,
- a private interest, or
- popular opinion when determining what the law requires.

- Another manifestation of respect for the rule of law is the absence of arbitrary power. The rule of law requires the legal system to produce predictable results. Predictable outcomes imply that those who behave similarly can anticipate the law treating them similarly. Furthermore, all people are:
  - presumed innocent until proven guilty by a court,
  - no one can be arbitrarily detained, imprisoned, or deprived of their property,
  - punishment must be determined by a court and be proportionate to the offence, and
  - the supremacy of law must be followed.
- Respect for the rule of law is also reflected in the country's high level of security and order. People place a high value on their personal safety. When there is a crime, citizens may lose faith in the government. In the worst-case scenario, people may decide to take the law into their own hands.

Lesson Five: Rule of Law and Rule of Man

Competencies of the lesson:

★ **Explain manifestations of respecting rule of law.**

At the end of this lesson, students will be able to::

- **Define the term "rule of law" and "rule of man";**
- **Compare and contrast the ways in which the rule of law and rule of man operate;**
- **Criticize the existence of rule of man in relation to individual rights.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

To start the lesson as usual you can start by brainstorming questions whether they understand the difference between rule of law and rule of man.

- The use of law as a tool of political power is referred to as the 'rule of man.'
- In man's rule, one person or a group of people rules arbitrarily.
- The monarch (King/Queen) has unlimited power and is not bound by any law; as a person, he/she exists outside of the rule of law.
- Laws are simply the ruler's will.
- If there is rule of man individuals:
    - were imprisoned,
    - had their property seized,
    - tortured,
    - exiled, and
    - executed in the name of the state, often without formal legal charges being brought against them.
- The rule of law opposes to the rule of man.
- The concept of the rule of law holds that even a ruler is subject to the law and must rule through legal means.
- The rule of law is intended to elevate the rule of law above political considerations.
- Rule of law refers to any law enacted by the supreme lawmaking authority of the land.
- In general, the concept of the rule of law holds that everyone is subject to the law and that no one is above it.

So as to answer the question found in the student textbook you can mention the following as the basic principles of the rule of law:

- law applies to both the government and the governed,
- rulers and ruled are treated equally before the law,
- no one shall be wrongfully punished until he has received due process of law,
- an accused person is presumed innocent until a court of law finds him guilty,
- an accused person must be able to appeal a decision that he or she believes is incorrect,
- the government must rule in accordance with the provisions of the constitution,
- Individual beliefs or actions must not overstep on the fundamental rights guaranteed by the constitution.
- the law's foundation and application must be reasonable.

The second question concerns manifestations of the absence of the rule of law, with their school serving as an example. In the absence of the rule of law:

- social upheaval and inequity would exist,
- affecting human rights and placing our freedom in the hands of governments.

Besides, you can use the following as an example of manifestations of absence of rule of law in the school:

- students will miss school for several days,
- students will play more and not listen to their teachers,
- there will be no respect for your peers,
- you will ask questions without raising your hands,
- you will not contribute new ideas, and so on.

Lesson Six: Factors Affecting Rule of Law

Competencies of the lesson:

- ★ **List the factors affecting rule of law.**

At the end of this lesson, students will be able to::

- **Measure the principle of rule of law and its actual practice;**
- **Identify factors that affect the rule of law.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

The last part of this unit focuses on factors affecting rule of law. And it starts by brainstorming question that focus on the impact of the rule of law on Ethiopian government officials and institutions.

- The rule of law has a significant impact on how our government leaders and institutions are:
  - held accountable,
  - how decisions are made, and
  - how laws are enforced.
- The rule of law is an idea that holds all people, institutions, and entities accountable to laws that are made public.

Some of the factors that may influence the proper application of the rule of law are:

- One of the major impediment to the proper application of the rule of law is corruption. When the majority of those in power are uninterested in combating corruption, the rule of law cannot be applied. Thus, corruption is unquestionably one of the factors affecting the proper application of the rule of law.

- Many people are unaware that they have the legal right to criticize and sue the current government for breaking the law. As a result, it is clear that illiteracy can have an impact on the rule of law because lack of awareness causes citizens to remain silent when the government acts above the law.

- It is true that undemocratic leaders dislike the rule of law because it restricts their ability to utilize their power for personal gain. They are just interested in their own personal interests and goals, leaving the people oppressed. As a result, poor leadership is another factor that hinders the rule of law's proper application.

- The other factor that affects the rule of law is lack of patriotism. Every citizen who is not patriotic wishes to break the law for personal gain. This means that such a citizen wishes to profit from the government's corrupt practices. Thus, a patriotic citizen must fight malpractice, which are threats to the rule of law.

Answer for Unit Review Questions

	1	2	3	4	5
Part I: True/False Item	*False*	*True*	*True*	*True*	*False*
Part II: Multiple Choice Items	*C*	*D*	*D*		

Part IV: SHORT ANSWER

1. It implies that no one is above the law. It is also referred to as "a government of law, not of men" in popular parlance. The law was intended to ensure that justice and fairness triumphed in human relationships. The law is supposed to defend everyone in a society's basic human rights. "Rule of law is the fundamental prerequisite for the country's peace, progress, and prosperity.

2. The rule of law thrives in a conducive and stimulating atmosphere created by democracy, and democracy thrives in a conducive and stimulating environment created by the rule of law. In every modern society, on the other hand, good administration fosters and enhances both democracy and the rule of law.

UNIT 5

HUMAN RIGHTS

Unit description

Unit five is devoted to human rights and related concepts. To cover this lesson sixteen (16 periods) is required. Therefore, the course coach is recommended to divide the unit into six lessons in order to meet the unit's general objectives.

Key words :

- **Human rights; Responsibility to protect; Universal declaration of human rights; African charter on human and people's rights; Ethiopian human rights commission; Ombudsman**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Define the concept of human right; ★ Explain the importance of respecting human rights; ★ Demonstrate their moral responsibilities in their communities; ★ List down institutions of human rights in Ethiopia.	5.1. The concept of human rights; 5.2. Features of human rights; 5.3. The importance of respecting human rights; 5.4. Moral responsibilities in protecting human rights; 5.5. Instruments and institutions of Human rights; 5.5.1. Instruments of human rights; 5.5.2. Institutions of human rights in Ethiopia; 5.6. The roles of the government in realizing human rights.

Period Allotted: 18 periods

Lesson One: The Meaning of Democracy

Competencies of the lesson:

★ **Understand the Concept of democracy.**

At the end of this lesson, students will be able to::

- **Define human right;**
- **Enumerate examples of human rights.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study.

Lesson Orientation

Before the daily lesson discussion is commenced there are two brainstorming questions. The first brainstorming question is posed to assess the students' prior background and understanding of the concept of human rights. The second brainstorming question is about what human rights are, where do they come from, whom can we claim these rights and can you give some examples. The course coach is expected to invite students to think about these brainstorming questions before the actual discussion is started. Once students are done with their personal reflection about the brainstorming questions, now the course coach is advised to move to the daily lesson discussion.

As pointed out in the textbook, human rights are commonly understood as fundamental rights to which a person is naturally entitled simply because she or he is a human being. Here the idea of human rights should be presented during the discussion in a simple manner. The course coach is advised simply to give some examples of human rights because talking about political rights, economic rights, social rights, civil rights and cultural rights would become more advanced at this grade level. It is because of this reasons that some examples of human rights are considered in the textbook. However, for the course coach's purpose in this guide book the following broad spectrums of human rights are identified below;

In the area of civil and political rights

- Right to life
- Freedom of movement
- Right to privacyFreedom of thought, conscience and religion
- Freedom of opinion and expression
- Freedom of assembly
- Freedom of association
- Freedom from slavery, servitude and forced labour
- Right to liberty and security of person
- Right to vote and be elected and etc.

In the area of economic, social and cultural rights

- Right to work
- Right to form and join trade unions
- Right to social security

- Protection of the family
- Right to an adequate standard of living (adequate food, clothing and housing)
- Right to health
- Right to education etc.

During the actual discussion it is highly advised to aware the student that any right that concern human being is a human right. At the same time the students should be informed that human rights are natural and inborn rights applicable to anyone in the universe without any discrimination.

Under this section there is a story in a box entitled magical night story. The teacher divides the students into several groups (not more than 5 for each group), and asks each group to discuss issues regarding child neglect and abuse from the story of Magical Night. The teacher is expected to raise the following questions for the students: What is the main concern of the story? How do you know when children are neglected or abused? If you were mistreated or abused by someone, what would you do? The teacher asks the groups to report their discussions to the whole class. The teacher notes specific items in the group reports that relate to human rights. Starting with the relevant items in the group reports, the teacher explains the Convention on the Rights of the Child and its relevance to the students' discussions. The teacher concludes the discussion by telling students that every child has the right to live a decent life and to be free from any exploitation. The teacher stresses that students should be aware and concerned of the issues of child neglect, exploitation, or abuse. The teacher can consider the following important articles from the United Nations Convention on the Rights of the Child;

- Article 3 - Adults should do what is best for you
- Article 6 - You have the right to live
- Article 14 - You have the right to think what you like and be whatever religion you want to be. Your parents should help you learn what is right and wrong
- Article 15 - You have the right to join any group of friends
- Article 17 - You have the right to collect information from the radio, newspapers, television, books, etc. from all around the world
- Article 19 - No one should hurt you in any way
- Article 24 - You have a right to good health
- Article 27 - You have the right to food, clothing, and a place to live
- Article 28 - You have a right to education
- Article 30 - You have the right to enjoy your own culture, practice your own religion and use your own language
- Article 31 - You have the right to play
- Article 37 - You should not be put in prison Notes

Lesson Two: Features of Human Rights

Competencies of the lesson:

★ **Discuss the features of human rights.**

At the end of this lesson, students will be able to::

- **List the features of human rights;**
- **Explain the universal nature of human rights;**
- **Explain the inalienable nature of human rights;**
- **Explain the indivisible and interdependent nature of human rights.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study.

Lesson Orientation

In this lesson the basic characteristics of human rights are identified in the textbook. Before the actual daily lesson is started it is important to invite students to have a say on the brainstorming question. The brainstorming questions require students to reflect whether human rights are universally accepted or not. Once the opinions of students are forwarded to the class it is recommended to begin discussing the basic features of human rights. In the textbook close to four basic features of human rights are identified.

For some of these basic features some pictures (illustrations) are also designed. For example, picture (5.1) is intended to show the universal nature of human rights across the globe. The picture is prepared simply to indicate that human rights are universally applicable to all humanity without any border restrictions. As usual the course coach is recommended to invite students to look at this picture because it may support students to visualize the idea of universal nature of human rights in their mind in a simple way. Picture (5.2) is designed to demonstrate the indivisible and interdependent nature of human rights. The picture shown in the textbook is intended to convey a message that each human right depends on other human rights, violating one such right affects the exercise of other human rights. There is no doubt that if one right is violated other rights would also be affected. Now once the basic features of human rights are addressed well in the discussion, now it is time to invite students to engage in some class activities. For this purpose, activity (5.1) is prepared for students. This activity requires students to form group and discuss the basic features of human rights. Allowing students to engage in this activity has its significance for the students so as to internalize the daily lesson well.

Lesson Three: The Importance of Respecting Human Rights

Competencies of the lesson:

- **Know the importance of respecting human rights.**

At the end of this lesson, students will be able to::

- **List the importance of respecting human rights;**
- **Explain the importance of respecting human rights in Ethiopia.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study.

Lesson Orientation

This lesson introduces about the relevance and importance of respecting human rights in Ethiopia. However, before the daily lesson is get started there is a brainstorming question posed for the students to reflect on why respecting human rights in Ethiopia is so vital and important for our country. To the extent possible the course coach is recommended to encourage students to say something about the brainstorming question. Once the students are done with the brainstorming question the course coach is expected to proceed to the daily discussion. In the discussion it is very critical to emphasize that every nation including Ethiopia has to put human rights ideas into practice as this can help to create the kind of society we want to have. The very importance of respecting human rights is identified well in the textbook. Hence, discussing about these issues makes the daily lesson to be easy and practical for the students.

Lesson Four: Moral Responsibilities in Protecting Human Rights

Competencies of the lesson:

- ★ **Demonstrate the moral responsibilities of respecting human dignity in their community.**

At the end of this lesson, students will be able to::

- **Identify who has the responsibility to protect human rights;**
- **Explain the meaning of responsibility to protect doctrine.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions and group discussion

Lesson Orientation

This lesson requires the unreserved efforts of the course coach because the concept is a little bit difficult one. An important but challenging brainstorming question is posed for students to think about whether the international community has the moral responsibility to protect human rights or not. As indicated earlier if the students are challenged with what the "international community" and "moral responsibility" mean telling them in a simple way is the task of the course coach. By "international community" it refers to nations of the world and "moral responsibility" is all about the responsibility to help people whenever some assistance is required. If the discussion on this brainstorming question is over the daily lesson discussion is supposed to follow. The idea of moral responsibility in relation with protection human rights is addressed in the textbook in a precise manner. However, the course coach can get a detailed explanation about the moral responsibilities in protecting human rights. Hence, in this regard the course coach can consult the following points.

For a long period of time, human rights were regarded as a country's internal affair, which means other States and the international community were prevented from interfering, even in the most serious cases of human rights violations, such as genocide. The fact that there were a number of human rights violations by different states the international community and other individual countries were not doing enough mainly because the issues of human rights were left for each state as an internal matter. Overtime, such approach was challenged in the twentieth century.

Today, the concept of state sovereignty that was mainly preventing foreign interference (international intervention) has been largely replaced by one of responsibility, making States accountable for the welfare of their people. On 16 September 2005, members of the UN (heads of States and government) unanimously approved the principles forming the Responsibility to Protect (R2P).This principle emphasizes that each individual State has the responsibility to protect its population from genocide, war crimes, ethnic cleansing and crimes against humanity. Based on this principle Ethiopia, for example, as a member of UN has the responsibility to protect its people from grave circumstances such as (genocide, war crimes, ethnic cleansing and crimes against humanity).

It is important to keep in mind that every state has such responsibility when it comes to human rights protection. Now the question is what if a state is unable to protect its population from grave circumstances? The answer for this question is that if a state fails to protect its population from grave circumstances like those mentioned above, the international community has the moral responsibility to protect. If a state manifestly fails to protect its populations from such crimes, the international community is responsible to taking "collective action" through the Security Council, "in a timely and decisive manner". The United Nations through its Security Council has the mandate to deploy peacekeepers so as to protect the population from grave circumstances.

Lesson Five: Instruments of Human Rights

Competencies of the lesson:

★ **Know instruments of human rights.**

At the end of this lesson, students will be able to::

- **Explain instruments of human rights;**
- **Identify international human rights instruments;**
- **List regional human rights instrument;**
- **Mention national human rights instruments and institutions in Ethiopia.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study.

Lesson Orientation

This lesson is devoted to various instruments of human rights. Before the daily lesson is get started as usual the course coach is expected to invite students to tell if they know any instruments of human rights.

Following the brainstorming activity is over the course coach is expected to start the daily lesson discussion. Now the course coach has to orient students that human rights instruments can be adopted by various bodies from global to national level. In the textbook some global, continental and national instruments of human rights are identified as an example. For each human rights instruments there are pictures that are designed to help students easily understand the subjects under discussion. Hence, the course coach is expected to invite students to look at each picture. To test the students whether they understood the daily lesson or not, activity (5.4) is posed for class discussion. After the class activity is over the following answers can be considered;

- Examples of international human rights instruments such as
  - The 1948 Universal Declaration of Human Rights (UDHR)
  - The 1965 International Convention on the Elimination of all forms of Racial Discrimination (ICERD)
  - The 1966 International Covenant on Civil and Political Rights (ICCPR)
  - The 1966 International Covenant on Economic, Social and Cultural Rights (ICESCR)
  - The 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
  - The 1984 Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
  - The 1989 Convention on the Rights of the Child (CRC)

- The 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICMW)
- The 2006 International Convention for the Protection of All Persons from Enforced Disappearance (CPED)
- The 2006 Convention on the Rights of Persons with Disabilities (CRPD)

- Examples of continental human rights instrument in Africa such as
  - The 1981 African Charter on Human and Peoples' Rights
  - The 1990 African Charter on the Rights and Welfare of the Child
- Examples of national human rights instrument in Ethiopia such as
  - Chapter three of FDRE constitution (article 14-44) can be taken as one example of national human rights instrument in Ethiopia

Lesson Six: The Roles of the Government in Realizing Human Rights

Competencies of the lesson:

★ **Know instruments of human rights.**

At the end of this lesson, students will be able to::

- **Mention the roles of the government in realizing human rights;**
- **Explain to respect human rights means;**
- **Describe to protect human rights means;**
- **Explain to fulfill human rights means.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study.

Lesson Orientation

SThis lesson is going to be the last lesson for unit five. This lesson is well discussed in the textbook with concrete and easy examples. Hence, the course coach is recommended to pay attention to those points that are addressed in the students textbook.

Answer Key for Review Questions

	1	2	3	4	5
Part I: True/False Item	*True*	*False*	*True*	*True*	*True*
Part II: Multiple Choice Items	*D*	*D*	*B*	*A*	*A*

UNIT 6

ENGAGEMENT IN COMMUNITY AFFAIRS

Unit description

In unit five, your student learned about fundamental concepts of human rights. As a result, they now have a better understanding on the importance of human rights, moral obligations in protecting human rights, human rights instruments, and the government's role in achieving human rights. In unit six, they will learn the fundamentals of engagement in community affairs. Hence, first they will look at the definitions and key concepts. Following that, they will talk the importance of community engagement and benefits of volunteering in the community. Finally, they will see the social, political and economic aspects of community engagement.

Key words :

- **Community; community engagement; voluntarism; local knowledge; trust; empowerment; problem-solving; self-confidence**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Explain the meaning of community engagement; ★ Describe the uses of community engagement; ★ List the benefits of voluntary service; ★ Explain aspects of community engagement; ★ Demonstrate the habits of community engagement.	6.1. The meaning of community engagement; 6.2. The importance of community engagement; 6.3. The benefits of voluntary service in the community; 6.4. Aspects of community engagement; 6.4.1. Social aspect; 6.4.2. Political aspect; 6.4.3. Economic aspect.

Period Allotted: 18periods

Lesson One: The Meaning of Community Engagement

Competencies of the lesson:

★ **Understand the importance of engagement in community affairs.**

At the end of this lesson, students will be able to::

- **Define what community mean;**
- **Explain the concept of community engagement;**
- **Advocate for community engagement.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap lecture, Group discussion, Case study.

Lesson Orientation

To start your daily lesson, ask your students what the word "community" means.

- A community may share a sense of place, whether in a physical location or in a virtual space.
- A geographical community is a group of people who live in the same geographical area, such as:

- a village,
- province, or
- neighborhood.
- tell us what will happen if we do not do what is expected of us;

- A non-geographic community is one formed by:
  - needs,
  - ideas,
  - interests,
  - identity,
  - practices, and
  - roles in social institutions such as at home, work, government, society, or the community at large.

- Here you can motivate your students to think of other community based on the definition you provided for them.

- When you combine the terms ‘community’ and ‘engagement,’ shifting the emphasis from the individual to the collective.

- Community engagement entails:
  - working with and listening to communities in order to develop long-term relationships and meaningful solutions to complex issues.
  - the process of working with members of a community to address issues that affect their well-being.

- a long-term process that requires practitioners, government officials, service providers, and members of the community to form partnerships.
- a two-way process as opposed to information provision, which is a one-way flow of information from the government or other authority to the community.

Lesson Two: The Importance of Community Engagement

Competencies of the lesson:

★ **Appreciate the importance of voluntary services in the community.**

At the end of this lesson, students will be able to::

- **State the primary goal of community engagement;**
- **Demonstrate the significance of community engagement.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Gap Lecture, Group discussion, Case study, Demonstration, Simulation, Role play.

Lesson Orientation

Following an exploration of what community engagement entails, the second lesson focuses on the significance of community engagement. Economic and social development efforts have little chance of success without community engagement, it is widely acknowledged. That is why citizens play an active role in defining issues, identifying solutions, and determining action and resource priorities.

There are two questions in the student textbook. The first question sought to elicit people's primary motivations for becoming involved in community affairs, while the second focused on the primary goal of community participation.

You can use the following to answer the question about the importance of community engagement in schools:

- improved school facilities;
- increased accountability among school personnel;
- improved capacity of participants;
- contribute to increased access, retention, and academic performance of students;
- increase accountability for both learning outcomes and school resources;
- ensures the cultural relevance of subject content and teaching styles;

- allow parents to better meet the needs of and support their children;
- set the proper conditions for learning and improving school climate for all;
- help schools produce a more capable workforce;
- encourage all potential learners to participate in learning activities;
- help learning activities work in a mutually supportive way, responding to the total learning needs of the community.

There are numerous other reasons why community engagement is important, including:

- new local ideas and practices can be developed;
- people may feel as if they are an integral part of the process;
- solutions that rely on local knowledge from a diverse population are both practical and effective;
- increases the likelihood that projects or plans will be widely accepted;
- improves communication and understanding;
- informs participants what the government are doing and are intended to do;
- encourages citizens to address issues that are specific to their neighborhood;
- empowers and unites people from all walks of life;
- improves citizens' knowledge and problem-solving abilities;
- gives opportunity to practice communication and decision-making skills;

Thus, community engagement enables participants to improve their problem-solving abilities as well as their ability to examine an issue from various angles in order to find the best solution.

Lesson Three: The Benefits of Voluntary Service in the Community

Competencies of the lesson:

- ★ **Demonstrate the habits of community engagement.**

At the end of this lesson, students will be able to::

- **Define the term volunteer service;**
- **Describe the benefits of volunteer services;**
- **Solve community problems by engage in volunteer services.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Group discussion, Case study.

Lesson Orientation

The purpose of this lesson is to discuss the advantages of community service. Please ask your students what a volunteer service entails when you begin the lesson. This question allows you to learn about your students' backgrounds in terms of volunteer work.

As a result, after some thought from them, you can talk about volunteering. Volunteering is defined as:

- the unpaid contribution of one's time, effort, and talent to a need, cause, or goal;
- distinct from required/mandated or contractual activity;
- a selfless act in which an individual or group provides services for no monetary compensation; and
- the voluntary participation of a group of individuals from a community in social, charitable, and environmental activities.

A volunteer, on the other hand, is someone who:

- does something for the benefit of others;
- does not expect anything in return;
- makes a unique contribution to their communities by utilizing a diverse set of skills, knowledge, and experience.

The minimum age for volunteering is determined by one's ability, and the benefits of volunteering for those in need are self-evident. Indeed, this advantage may explain why volunteering is becoming more popular around the world. The story of the selfless mother (Honorable Dr. Abebech Gobena) demonstrates the importance of volunteering not only for the person doing it, but also for the person in need.

Now is the time to dig deeper into why volunteering is so important. Volunteering is essential for:

- meet people of all ages, ethnicities, and social groups with whom you might not otherwise interact;
- increasing your self-esteem;
- feel better about yourself;
- boost your self-confidence;
- give you the opportunity to address a social issue that is important to you while also providing you with a sense of purpose;
- give your life new meaning and direction, regardless of your age or life experience;
- make you feel more connected to the communities;
- improve the academic performance;
- less likely to engage in risky behavior;
- put important workplace skills like communication, cooperation, problem solving, planning, and organization into practice;

In addition to the stated importance of volunteering, you can allow your students to add many more.

Lesson Four: Aspects of Community Engagement

Competencies of the lesson:

★ **Describe aspects of community engagement.**

At the end of this lesson, students will be able to::

- **Recognize the three aspects of community engagement;**
- **List out the political aspects of community engagement;**
- **Compare and contrast social and economic aspects of community engagement.**

Issues	*Activities*
Teaching aids	• Black board, chalk, Chart paper or whiteboard, Student text book, Pen, Pencils,Writing paper.
Teaching strategies	• Asking brainstorming questions, Group discussion, Case study

Lesson Orientation

Please start this lesson by stating that community engagement needs:

- a strategy and planned approach,
- resources and time allocation, and
- a commitment to engage.

Following that, you can go over specific aspects of community engagement in depth. These are some examples:

- Social,
- Economic, and
- Political.

Social Aspect

When you are ready to discuss the social aspects of community engagement, use the brainstorming question to elicit examples of community engagement with a social component from your students.

- After having reflections from your students please articulate to the extent that social aspect of community engagement is critical for people of all ages, especially of the elderly.
- In the social aspect of community engagement individuals are defined by:
    - specific,
    - collective,
    - conscious, and
    - voluntary behaviors.

- Therefore, the goal is to improve public service quality and make it more relevant to communities.
- In doing so, there should be a procedure in place in the planning of services to increase community engagement in the creation and delivery of services.
- To make this idea clear for your students, you can use the context of educational services as an example.
- Moreover, the question in the student textbook will enable your students internalize the concept and practices of community engagement.
- So please allow your students to share their ideas about the significance of involving the community in the school and to what extent involvement of the community in school activities is necessary.

The second aspect of community engagement is the political aspect. Here also it is advisable to you to allow your students to reflect their prior knowledge using the question stated in their textbook. The question in the textbook needs your students to form a group of five students so as to list out some examples of political community engagement. Of course, you are also expected to support them in giving some clues as to the issue.

- As a matter of fact, the political aspect of community engagement is an essential component of a democratic political system.
- In political decision-making, the voice of the people is vital.
- Types of political engagement includes but not limited to participating in:

- the selection of their rulers,
- the formulation of public policy,
- seeking information,
- holding meetings,
- making financial contributions to political parties,
- staging strikes and demonstrations, and
- communicating with legislators.

- However, the most active form of political engagement is membership in political parties, which includes:
  - campaigning,
  - voter registration,
  - writing and delivering speeches, and
  - running for public and party offices.
- As a result, taking the time to learn about and participate in the political process has its own benefit both for the community and the country as a whole.

The third forms of community engagement is said to be economic aspect of community engagement.

Here also before stating anything to your students, please ask them to bring their own examples regarding aspects of community engagement. You can also allow your students to compare their list with the students sitting next to them.

- The economic aspect of community engagement refers to the inclusion of many different types of community members in a continuous process of community development.
- Indeed, community engagement, as a concept, is central to development because of its ability to:
    - influence,
    - challenge, and
    - change the status quo for the benefit of all community members.

- Now you can ask your students family experience in their locality, to what extent their families have been involved in both the identification and execution of local projects. In so doing, they may talk about their parents' positive and negative experiences in the process of identification and execution of local projects.

- Communities that choose to participate in development initiatives:
    - gain more satisfaction from the joy that comes from their participation,
    - the community as a whole achieve more results and benefit,
    - outperform those that only pay lip service to this important principle,
- More importantly, a community's organized engagement in a development effort is increasingly expected to:
    - lower project costs,
    - expand service coverage,

- encourage technical and administrative flexibility,
- improve operation and maintenance,
- increases project acceptability,
- leads to more equitable benefit distribution,
- encourages local resource mobilization, and
- ensures project sustainability.

Answer for Unit Review Questions

	1	2	3
Part I: True/False Item	***False***	***True***	***False***
Part II: Multiple Choice Items	***A***	***B***	***C***

Part III: SHORT ANSWER

1) What are the benefits of volunteering for both the recipients and the person who volunteers?

For volunteers:

- Gain confidence
- Make a difference
- Meet people
- Increases Socializing

- Be part of a community
- Learn new skills
- Take on a challenge
- Provides Better Job Prospects
- Contributed to the well-being of others
- enlarged my circle of friends and acquaintances
- increased social activities
- has increased my ability to interact with different kinds of people
- Use time more productively
- Make a difference
- Have fun etc.

For recipients:

For organizations:

- Helps them to achieve their objectives.
- Engage a more diverse range of skills, experience and knowledge.
- Reach more beneficiaries.
- Raise awareness about the organization's cause, its profile and what it does.
- Build relationships within the community and contribute to supporting others in the community.
- Provides opportunities for social inclusion, skills development and potential routes to employment.
- Help organizations to adapt, stay relevant to what their beneficiaries and community need as well as identifying opportunities to improve what they do.

- Deliver service or projects in a more effective and efficient way which can help to save money and resources.

For individuals:

- There is also evidence that volunteering can help to improve health and wellbeing for individuals
- increases sense for participation and decreases loneliness
- strengthens self-esteem and sense of agency

2) Compare and contrast the three aspects of community engagement?

TWhen they compare the three aspects of community engagement they may state by saying that:

- ***Social Aspect:*** the goal is to improve public service quality and make it more relevant to communities.
- ***Political aspect:*** is an essential component of a democratic political system.
- ***Economic aspect:*** refers to the inclusion of many different types of community members in a continuous process of community development.

Moreover, all the three types of community engagement does not happen by accident, nor is it an idle principle; rather:

- it necessitates a strategy and planned approach;
- resources and time allocation, and
- a commitment to the issue.

UNIT 7

CRITICAL THINKING

Unit description

This is the last unit of the textbook which is expected to be covered with (15 periods). Therefore, the course coach is recommended to divide the unit into four lessons in order to meet the unit's general objectives.

Key words :

- **Critical thinking; Analysis; Teamwork; Creativity; Problem solving.**

Learning Outcomes:	*Lessons:*
At the end of this unit, learners will be able to: ★ Describe the meaning of critical thinking ; ★ Explain the importance of critical thinking; ★ Demonstrate the skills of critical thinking.	7.1. The meaning of critical thinking; 7.2. The importance of critical thinking; 7.3. Skills of critical thinking.

Period Allotted: 18 periods

Lesson One: Meaning of Critical Thinking

Competencies of the lesson:

★ **Understand the concept of critical thinking.**

At the end of this lesson, students will be able to::

- **Define critical thinning;**
- **Explain objective analysis;**
- **Identify sources of information.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study.

Lesson Orientation

Compared to the previous units this one is believed to be a little bit challenging and the course coach is expected to deliver it in a creative and simpler way. Before the actual discussion is get started as usual the course coach is advised to invite students to think about the brainstorming question which is posed for them. The brainstorming question simply demands students to tell whether they have ever heard of the phrase critical thinking or not. Once the discussion on the brainstorming question is over the course coach is advised directly to proceed to the daily lesson discussion. As clearly outlined in the textbook the meaning of critical thinking is well explained with concrete ex-amples, hence, the course coach can discuss those points that are addressed in the textbook. Picture (7.1) is designed in the textbook so as to shed light on the idea of critical thinking. As the course coach always do it is important to invite the students to look at this picture. To make this lesson very easy a case study is considered in the textbook. The case study is about whether to rely solely on social media platforms such as Facebook as a source of infor-mation or not. Based on the provided case study activity (7.1) is considered for class discussion.

The first activity is about whether obtaining all information from social media platforms such as Facebook is important for us or not. As indicated in the textbook the fact that Social Media platforms such as Facebook is important for us this does not mean all information circulating on such platforms are important for us. There is a related activity which asks students to reflect whether all information and news on social media platforms such as Facebook are always true and credible. Once again the fact that the detail is well discussed in the textbook it is important remind the course coach that all the information and news on social media platforms such as Facebook are not always true and credible. The course coach has to emphasize that the fact that there are genuine news on social medias there also false/fake news. Hence, students are expected to identify the correct from the fake news using other sources of information.

Lesson Two: The Importance of Critical Thinking

Competencies of the lesson:

- ★ **Know the importance of critical thinking.**

At the end of this lesson, students will be able to::

- **Mention the importance of critical thinking;**
- **List the problems of poor critical thinking;**
- **Explain the difference between true information and fake information.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions and group discussion.

Lesson Orientation

Lesson two is about the importance of critical thinking. Before the actual daily lesson is commenced there is a brainstorming question that has to be considered first. This brainstorming question requires students to mention some examples of problems that occur as a result of poor critical thinking. Hence, the course coach has to encourage the class to have a say on the brainstorming questions. Once the brainstorming question is addressed now the course coach is recommended to proceed to the actual daily lesson discussion. In the textbook the importance of critical thinking is identified in good way. Moreover, problems associated with poor critical thinking are also addressed in the textbook. As the idea of critical thinking is a little bit advanced one it is always important for the course coach to contextualize the discussion in a way understandable to the students' grade level.

Lesson Three: Skills of Critical Thinking

Competencies of the lesson:

★ **Demonstrate the skills of critical thinking.**

At the end of this lesson, students will be able to::

- **Mention skills of critical thinking;**
- **Explain analysis;**
- **Define teamwork;**
- **List the benefits of teamwork.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study .

Lesson Orientation

This is lesson three of unit seven. This lesson is about the skills of critical thinking. Before the actual daily lesson is commenced there is a brainstorming question that has to be considered first. This brainstorming question requires students to share some of their respective skills of critical thinking.

Hence, the course coach has to encourage everyone to share their skills to the class. Once the brainstorming question is addressed now the course coach is recommended to proceed to the actual daily lesson discussion. During the discussion the course coach is expected to emphasize the importance of possessing different critical thinking skills.

It has to be inculcated in the minds of every student that every student must have these critical thinking skills in their life. The course coach is recommended to aware students that having these critical thinking skills will help them succeed in their academic life, and our country Ethiopia will benefit from them as well, because Ethiopia requires a large number of critical thinkers to address the challenges and problems that exist in the country and, if possible, beyond it. The critical thinking skills are well noted in the textbook; hence, the course coach can stick to these points. In this lesson there is a case study that talks about the disagreement of two students in the class. The case study simply describes the situation of two students fighting each other. The conflicting students do not want to address their difference through amicable manner rather they prefer force as a means to solve their case. While these two students are conflicting some of their classmates are advising them to stop fighting and stand for peaceful alternative than violent approaches. To the reverse some of other classmates are indifferent about these two conflicting partners. Based on this case study activity (7.3) is posed for students to discuss in groups. The activity is about how the conflict of these two students should be addressed. The course coach has to inform the students that when conflict happens forceful/violent approach is not a good one. Choosing violent/forceful approach as a means to solve a disagreement does not bring positive consequences.

The students should be informed that peaceful approach is the only way that should be employed when conflict happens between students. As indicated in the textbook, the fact that there are several skills of critical thinking under this lesson two points are identified (analysis and teamwork). Under the topic of teamwork there are close to three interrelated brainstorming questions that should be taken into account first.

The first brainstorming question asks students to tell if they have any teamwork experience in their life. The second related brainstorming question is about what they did in their teamwork/group experience. The third brainstorming question requires students to tell the benefits they obtain from the teamwork. Once the brainstorming questions are addressed, now the course coach is recommended to proceed to the actual daily lesson discussion. So as to make the idea of teamwork clear activity (7.4) is posed for discussion. The first activity requires students to tell the most enjoyable aspect of teamwork. Teamwork is very important for students to make new friends, it enables to share the good times, when different skills combined together make one awesome whole.

The second activity requires students to tell the most difficult aspect of teamwork. In teamwork sometimes some members may not take responsibility assigned to them and the failure to discharge one's own responsibility affects the spirit of the team. To make the idea of teamwork briefer for the students a case study is prepared. The case study is about Ethiopian National Football Team (nicknamed Walias). The case study is simply to show that for the success of any national football club each player has its own contribution. Similarly when students are engaged in teamwork each student's participation has its own contribution for the success of the teaching-learning process.

Next to the case study, activity (7.5) is posed for students to have a say on the case study. The course coach is recommended to invite the students to reflect regarding the case study.

Lesson Four: Creativity and Problem Solving

Competencies of the lesson:

★ **Differentiating creativity and problem solving.**

At the end of this lesson, students will be able to::

- **Explain problem solving;**
- **Define creativity.**

Issues	*Activities*
Teaching aids	• Black board/ whiteboard, chalk, Student text book, teacher's guide book, Pen, Pencils.
Teaching strategies	• Asking brainstorming questions, group discussion and case study .

Lesson Orientation

This is the last lesson of unit seven and the textbook as well. This lesson is about creativity and problem solving. As indicated in the textbook creativity and problem solving are skills of critical thinking. It is to be recalled that in lesson three, two critical thinking skills (analysis and teamwork) have been addressed. This lesson is closely connected with the previous lesson because once again this lesson also discuses about other elements of critical thinking skills. As indicated in the textbook creativity is one of those skills of critical thinking.

To make this idea very concrete for the students a case study is considered in the textbook. In the case study it is stated that one of a grade seven student faces a problem and everyone in the class attempted to address the problem, finally due to the creative solution of a student the problem is finally solved. Next to the case study, activity (7.6) is introduced for the students, hence, the course coach is recommended to invite students to have a say about the activities. The activities require students to tell what messages are getting from the case study. Moreover, the activity requires students to tell the way how the creative student (the one who found solution) was able to find solution to the problem.

Answer Key for Review Questions

	1	2	3	4	5
Part I: True/False Item	*Fasle*	*False*	*True*	*True*	*True*
Part II: Multiple Choice Items	*D*	*B*	*D*	*B*	*A*

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